

Organisation name	Padworth College, Reading
Inspection date	21–22 November 2023

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.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W2 and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Padworth College, Reading in November 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).</p> <p>This private boarding school offers residential courses in general English and other academic subjects for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, student administration, premises and facilities, academic staff profile, academic management, teaching, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Padworth College is an independent co-educational boarding school established in 1963. It offers a curriculum leading to (I)GCSE and A level examinations in a range of subjects, pre-sessional and one-year foundation courses leading to university entry. Approximately 25 per cent of the students are from the UK and 75 per cent are international students. Students are aged between 14 and 19, with a small number of 18 year-olds becoming 19 or 20 while on two-year A level courses. Almost all students are boarders, and this includes the vast majority of students on EAL courses.

The current principal has been in post since 2022. Part of his strategic brief includes developing Padworth's provision in STEM and Business courses. A new head of EAL was appointed in August 2023, and is a member of the college senior leadership team. EAL is an important part of Padworth's academic year programmes and there are plans to launch an English language and STEM/Business summer course in 2024.

The inspection took one and a half days. Meetings were held with the bursar, the principal, the director of studies (DoS), the head of EAL, the head of boarding and the registrar. All EAL teachers teaching in the week of the inspection were observed, and separate meetings were held with teachers, and a group of students. The boarding provision was inspected.

Address of main site/head office

Padworth College, Sopers Lane, Padworth, Reading RG7 4NR

Description of sites visited/observed

The school is located in a rural setting ten miles from Reading. The school comprises a Georgian house with additional buildings nearby. The main house has offices for the management and administration, the library, the dining rooms and classrooms where the EAL classes take place. The additional buildings have subject classrooms, an IT room and boarding houses. The school is on a twelve-acre site which includes tennis courts, an open-air swimming pool, a gym and a games room.

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 checked="" type="checkbox"/>	<input checked="" 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

Courses are for under 18s although some students turn eighteen during their course and occasionally there are students aged nineteen and twenty depending on when they started a two-year programme of study.

Management profile

The principal, who is the designated safeguarding lead (DSL), is responsible for the overall running of the college from daily operational matters through to strategic direction. He is supported by DoS who oversees the academic management of the whole school. The head of EAL, who reports to the DoS, is responsible for the eligible language provision and manages the EAL teachers. The head of boarding is responsible for day-to-day pastoral management of the school. He is also one of four deputy DSLs. One of the directors acts as the bursar and manages financial aspects of the organisation.

Accommodation profile

The accommodation offered comprises four student houses on the college site, where all boarders are lodged on a full-board basis. Most rooms are single occupancy with a few being twin rooms. Boys and girls reside in separate houses. Each floor has shared toilets and showers, and each block has a common room with comfortable chairs, as well as a kitchen area. There is also a large, shared common lounge, a laundry and a medical room close to the

houses.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The school has very clear goals and values and sound quality and review procedures. Staff management is efficient, and communication is very effective. There is good human resources support and development for staff. Student administration is carried out with care and attention. Publicity includes the relevant information and is generally clearly laid out. The management of the provision operates to the benefit of students and in line with Scheme requirements. *Strategic and quality management*, and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are very good, well maintained and equipped, providing a very comfortable environment for study and relaxation. There are appropriate resources available and guidance on their use is provided for staff and students where needed. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff profile is strong, and the programme is very well managed and delivered by the academic team. Course design is appropriate and fully meets the needs of the students. Learner management has appropriate processes and is managed effectively. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Academic management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The safety and security of the premises are largely ensured through appropriate systems. However, the crisis management policy is not made known to all staff and students. Student health, safety and well-being is prioritised by all staff. The residential accommodation offered is of a comfortable standard, and accommodation systems are effective. The leisure programme is well resourced and varied to suit the needs of the students. *Leisure opportunities* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. There is a detailed safeguarding policy in place, and suitable training is provided for all staff. Systems for monitoring students inside and outside scheduled activities are effective.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
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.	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.	Strength
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	
<p>M1 There is a clear set of shared goals and values, identified as virtues; these were refined with staff in early 2023 and are displayed on well-presented posters in classrooms. They are referenced in classroom work and feature in tutor and or PSHE sessions on a regular basis.</p> <p>M2 Objectives are clearly laid out and all members of the management team have a shared understanding of their responsibilities. All members of the team are actively involved in the development of the organisation with progress very effectively monitored by the principal.</p> <p>M4 Formal and informal communication operates very smoothly at all levels both within the EAL department and across the wider organisation. Records of key information are well maintained and accessible to staff as required.</p> <p>M5 Student feedback mechanisms are varied, work efficiently and actions are shared with students via 'You said we did' notices. Changes implemented cover social and educational areas e.g., access and use of mobile phones and requests for more exam practice (the regular Saturday tests are now organised around exam tasks).</p>	
Staff management and development	Met
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.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, 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	
<p>M8 A full suite of policies is in place; staff feedback forms and comments in the focus group confirmed that staff feel valued, listened to and supported.</p> <p>M11 Induction arrangements are very good and include handover time as well as ongoing support and mentoring.</p>	
Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	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.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met
Comments	
<p>M14 In country support is available in three countries and UK customer service support is comprehensive. Students commented very positively on the support they received prior to arrival and on-site.</p> <p>M19 The policy is clearly defined and shared with all those involved. Multiple daily registration checks are conducted, and information is available, to all those that require it, via an electronic system which is also used to record follow-up actions as necessary.</p> <p>M20 There is a shared understanding of procedures and information is made clear at enrolment and induction.</p>	

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
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 website is the main medium of publicity. In addition, there is a prospectus and a number of course specific flyers. The school also has a presence on a range of social media channels.

M24 Information is accurate in the main. Initially, information on the total number of hours taught and class numbers was not included. However, when this was highlighted, the information was promptly added to the website, so it is no longer a point to be addressed.

M25 There was an absence of information about the cost of materials and out of class activities. The missing information was added shortly after the inspection and is no longer a point to be addressed.

M26 At the time of the inspection there was insufficient information about the level of care and support available for under 18s including, for example, the supervision of students outside class time. The information was updated shortly after the inspection and is no longer a point to be addressed.

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.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
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.	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.	Strength

Comments

P1 The premises provide a comfortable and appropriate environment including well-maintained grounds, provision for disabled residential students and a variety of storage options.

P2 EAL classrooms are grouped in the same area and there is a choice of size to suit the group. Additional classrooms, with flexible seating, are available as needed.

P3 Students have a range of facilities available to them including more formal rooms and areas for relaxation; these include common rooms in the boarding houses and a social space where students can enjoy afternoon and evening activities together.

P6 Provision for staff is very good with a spacious staffroom and a choice of other workspaces, so staff can prepare, meet and relax comfortably.

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	Met

equipped and organised.	
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	
All criteria in this area are fully met.	

Teaching and learning

Academic staff profile	Area of strength
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.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength
Comments	
<p>T3 Across the EAL team there is a range of experience with a wide variety of skills to meet the needs of the teaching context. Newer members of staff are provided with opportunities to extend their knowledge of different course types, including EAP, before taking on full responsibility for courses.</p> <p>T4 The academic manager has a suitable profile, including experience of working in different countries and as a teacher trainer.</p>	

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
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.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength
Comments	
<p>T5 Staff are deployed on classes where their expertise can be fully utilised and there is a planned approach to extending the skills of each member of the team.</p> <p>T9 The head of EAL provides very good support on a day-to-day basis as evidenced in teacher feedback and observation records. Peer observation opportunities include observations of subject teachers as well as observations within the EAL department.</p> <p>T10 Regular informal monitoring and formal observations are in place. Pre and post observation records are comprehensive and supportive. Staff commented very positively on the constructive observation feedback, especially more newly qualified staff.</p>	

Course design and implementation	Area of strength
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.	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	Strength

language skills.	
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.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T13 Written course outlines including intended learning outcomes are not currently produced or shared with students.
T14 Subject teachers and EAL teachers focus on the needs of EAL learners via peer observations, weekly training meetings and regular liaising sessions.
T15 Study skills and raising students' awareness of their learning along with student autonomy are key features of the programmes of study at the college. Tutors and teachers also discuss learning styles and strategies with students in individual tutorials.
T16 All activities outside formal EAL lessons, including sports and evening activities are conducted in English. Students have comprehensive language support and assistance to take an active role in boarding school life. It was noticeable that the inspectors heard no use of students' L1 throughout the inspection.

Learner management	Met
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.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T21 Professionally presented and detailed academic reports are provided. Records are well maintained, and results are based on regular testing.
T22 Preparing students for higher education is a core feature of the college. Examples include dedicated advisory staff, visiting speakers, accompanied university visits and support with applications.

Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	All

Comments

None.

Teaching: classroom observation	Area of strength
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.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Strength

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.	Strength
Comments	
T23 Teachers generally demonstrated a good knowledge and awareness of grammatical and lexical systems and provided accurate models of spoken and written English; teachers demonstrated their knowledge of phonological systems.	
T24 The content of the lessons was appropriate; and plans consistently showed that the learning needs and backgrounds of the students had been taken into account. Very detailed student profiles were made available in all classes.	
T25 All lessons had a clear set of activities based on a single topic or language point. The content of the lessons was generally varied, and coursebook material was used imaginatively. Learning outcomes were mostly shared with students.	
T26 A wide range of teaching techniques was used consistently by teachers including appropriate attention to individuals, eliciting and effective monitoring. Good use was made of concept questions to check students' understanding of new target language. Students were given extensive opportunities to develop their use of spoken language and pronunciation.	
T27 Classroom management was very well handled. In many segments purposeful and energising changes to seating and interaction were incorporated which helped to maintain student engagement and active participation. There was some effective use of time limits. Technology and boards were used very effectively.	
T28 There was consistent and effective use of gestures and prompts to encourage self-correction. Appropriate attention across the majority of classes was paid to pronunciation. Well-chosen controlled practice was also seen after correction.	
T29 Learning was often evaluated by means of pair and group work as well as completing written exercises from the coursebook.	
T30 Overall, effective management of the learning materials and tasks ensured a purposeful atmosphere; in all segments students were attentive and fully engaged.	

Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching ranged from very good to good with the performance against the majority of criteria being very good. Teachers demonstrated sound grammatical awareness and provided relevant models of the language. Lesson content was appropriate and there was good identification of students' individual learning needs, so lessons were tailored to the needs and cultural background of the students. The techniques used were appropriate and used confidently. Resources were managed very effectively. Evaluation of learning was included and constructive feedback to learners was incorporated. The classroom atmosphere was purposeful.

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.	Strength
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.	Strength
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

W1 Safety and security procedures are thorough and effectively implemented. There are risk assessments for all

parts of the premises and fire safety arrangements are well covered in inductions and in the student handbook.
W2 Although the college has a comprehensive crisis management policy, relevant parts are not made known to staff and students.

W3 Students receive a high level of pastoral care from personal tutors, house parents and other members of the safeguarding and well-being team. A significant number of staff have received mental health first aid training. Information is given to students about external sources of support and there is an independent person who is identified as being contactable by students.

W4 There are very good policies and practices in place to support the college's five virtues that clearly help promote tolerance and respect. Anti-bullying policies are also clearly outlined.

W8 Students have access to appropriate health care and all students are registered with a local GP. The college has its own medical room and students are accompanied on medical visits when the need arises.

Accommodation (W9–W22 as applicable)	Met
<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.	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.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W11 Risk assessments for boarding premises are very thorough and there are regular checks of all boarding house rooms and facilities.

W13 There are a number of effective channels for identifying and resolving accommodation problems, including students using QR codes to report issues and for them to have frequent conversations and meetings with boarding house staff.

W15 Meals offered in the dining rooms are of a high standard; they were sampled by inspectors and positively commented on by students. A healthy diet is encouraged and the kitchen staff seek to meet the wishes of students. Celebration meals are part of students' enrichment activities.

<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.

<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.

Leisure opportunities	Area of strength
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.	Strength
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.	Strength
Comments	
<p>W24 Students benefit from a wide range of enrichment activities that take place after afternoon lessons. The school also provides organised trips to local towns and sporting activities include use of the fitness gym, the tennis courts and the outdoor swimming pool.</p> <p>W25 All activities are well planned and resourced and relevant staff are clearly briefed. Teachers and other appropriately experienced and qualified boarding staff lead all activities.</p> <p>W27 College staff have extensive experience and relevant certificates and qualifications in physical education, swimming and football.</p>	

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	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.	Strength
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

The college accepts students from the age of 14 and at the time of the inspection there were 35 EAL pupils below the age of 18.

S1 The college has a clear and comprehensive child protection and safeguarding policy that is regularly updated. The names and contact details of the Designated Safeguarding Lead and their four deputies are included in the policy and main known to all staff and students.

S2 The policy is covered at induction and is included in the staff handbook. All staff watch a training video and need to pass a test to ensure that they have understood its contents.

S4 Safer recruitment practices are largely followed; however, not all security checks had been renewed in the past three years.

S6 Detailed arrangements are in place for the supervision of students outside the scheduled programme, including making it clear what students can do in their free time. Procedures for students wishing to leave the site for short or extended periods, such as a weekend, are very clear. Permission for this is linked to behaviour and the academic performance of the student, as outlined in the *Student Guidelines*.

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
First inspection	1983
Last full inspection	May 2018
Subsequent spot check (if applicable)	June 2019
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	Various (I)GCSEs and A levels and foundation courses
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1963
Ownership	Name of company: Padworth College Company number: 11489483
Other accreditation/inspection	ISI

Premises profile

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

Student profile

	At inspection	In peak week: January 2023
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	4	4
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	8	8
Part-time ELT aged 16–17 years	23	23
Part-time ELT aged under 16 years	8	8
Overall total ELT/ESOL students shown above	43	43
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0
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
Total number of teachers on eligible ELT courses	3	3
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	12	
Total number of support staff	4	

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	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	3
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	6	34
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	2	1
Staying in privately rented rooms/flats	N/a	N/a

Overall totals adults/under 18s	8	35
Overall total adults + under 18s	43	