

Organisation name	PGL Travel, head office Ross on Wye
Inspection date	25–29 July 2022

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.

Summary statement

The British Council inspected and accredited PGL Travel, Ross on Wye in July 2022. 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 private language teaching organisation offers vacation courses in general English for under 18s and for closed groups of under 18s.

Strengths were noted in the areas of strategic and quality management, student administration, care of students, leisure opportunities, and safeguarding under 18s.

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

Introduction

PGL Travel offers year-round activity holidays in residential centres in the UK and abroad. The operation includes a range of programme types; EFL programmes have been part of the offer since 2012. They are essentially a seasonal activity, using the existing centres and wider infrastructure, with additional seasonal staff brought in as required.

Since the last inspection there has been a change of ownership and a new CEO.

The inspection, part of which was conducted remotely, took place over five days.

On the afternoon of the first day and the morning of the second, the Torquay centre was visited by one inspector with the other joining remotely. Meetings were held with the general manager (GM), the centre operations manager, the EFL course director (CD), the guest care manager, the chief instructor, and the housekeeping manager.

The third day was hosted by the Hindhead centre and meetings were held with the GM and the CD.

At both centres focus groups were held with teachers and with students, as well as with tour leaders and activity leaders/group leaders. One inspector visited residential accommodation at both sites and a virtual tour of premises was conducted at the Torquay centre. PGL refers to activity leaders as group leaders, and to those accompanying their student groups as tour leaders. This terminology has been followed in the report.

The fourth day and the morning of the fifth day were spent at head office (HO). Meetings were held with the EFL academic manager, the commercial head (international), the activities programme manager, the Director for safety and compliance, the recruitment officer, the head of customer services, the international customer services supervisor, the academic staff member responsible for the TEFLI training scheme, the marketing executive and the interim health and safety officer.

Address of main site/head office

Alton Court, Penyard Lane, Ross on Wye HR9 5GL

Description of sites visited

The Torquay centre is large and occupies the site of a former holiday camp. A dining room, lounge areas and offices are all centrally located on the site, with a separate teaching block nearby. Students are accommodated in chalets. There are extensive sports and adventure facilities, including a heated outdoor pool, a sports hall, a purpose-built lake, sports pitches, abseiling and climbing towers and a giant swing. There are also suitable facilities for staff and accompanying tour leaders.

The Hindhead centre is also very large, with facilities and accommodation similar to Torquay. As well as reception and office areas, there is a separate room with seating and drinks facilities for teachers and tour leaders. Lessons take place in the sports-hall building.

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

Comments

All EFL programmes are for under 18s and are run as "pop-ups", predominantly during summer, although there is also some Easter provision, and tailor-made courses for closed groups are available throughout the year.

Management profile

EFL programmes are seasonal, are managed within the much larger, permanent PGL structure, and draw upon resources from the wider organisation as required. The EFL academic manager reports to the senior operations manager, one of eight senior roles within the wider operations directorate, which also includes regional operations managers, who line manage the GMs in centres. The CDs are normally employed for vacation periods only; CDs report to GMs and teachers to CDs.

Accommodation profile

On-site residential accommodation in chalets or cabins is provided at both centres visited. All are ensuite and accommodate four to six students. Boys and girls are accommodated in separate blocks or on separate floors. Tour leaders are accommodated alongside the groups they are responsible for.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. *Strategic and quality management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. 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 as appropriate.

Teaching and learning

The provision meets the section standard. The staff team overall has a professional profile (qualifications and experience) appropriate to the context. Teachers receive sufficient day-to-day guidance to ensure that they support students effectively in their learning, although arrangements for observation and professional development have been limited this year. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security and pastoral care are well met: tolerance and respect for others feature strongly in the ethos of the organisation. Students enjoy a well-resourced, varied and interesting leisure programme. Residential provision is of a satisfactory standard and meets the needs of students. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. Clear, detailed policies are in place and documentation is comprehensive. Safeguarding training is undertaken by all staff and regularly updated, and recruitment procedures are thorough. The organisation carries out its duty of care in a number of ways, especially with regard to supervision of students during scheduled lessons and activities. Careful monitoring takes place frequently. *Safeguarding under 18s* is an area of strength.

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.	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.	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.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
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.	Strength
Comments	
<p>M1 The arrival of the new CEO has created a very positive atmosphere and high levels of staff engagement. The comprehensive statement of goals and overall vision has been widely discussed and disseminated. There is good awareness of this among staff, and managers in particular were clear about its relevance and importance for the current context and future planning.</p> <p>M4 Communications are very good, both within centres and between centres and HO. Good use is made of both formal and informal channels, CDs have a dedicated group to communicate across centres, and staff are generally well informed and engaged.</p> <p>M6 There are numerous ways in which staff feedback is gathered and used to inform planning. Regular staff meetings at all levels provide important informal feedback. Formal mechanisms include fortnightly reports from CDs to HO, end of contract reports for teachers, annual review meetings at the end of courses in each centre, and the use of an online tool to measure staff engagement.</p> <p>M7 There is a comprehensive and regular quality review cycle which draws on feedback from staff and students, as well as group leaders and agents.</p>	
Staff management and development	
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.	Strength
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.	Not met
Comments	
<p>M10 There is a comprehensive recruitment and selection policy, and staff files sampled contained all requisite documentation. The EFL Academic Manager investigates all non-standard EFL qualifications. This summer has seen the successful recruitment of a very good team despite current challenges.</p> <p>M11 There are thorough induction procedures for all staff, with documentation and delivery tailored for different roles within the operation. Guidance is provided for managers and there is an induction checklist.</p> <p>M13 Overall, arrangements for continuing professional development are good, and the mechanisms are in place for teacher development sessions and support. Unfortunately none of these have taken place in either of the centres visited.</p>	
Student administration	
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.	Strength
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.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments

M15 Courses are negotiated specifically with agents and tour leaders and as a result parents and students are able to receive information and advice in their own language. Extensive, comprehensive information is made available both prior to and during the course, and all elements are agreed on a bespoke basis and written up in a service agreement.

M20 Rules and expectations are made clear through agreements and leaders' and parents' guides. They are also covered at welcome talks, and there is a yellow and red card system as part of a staged process for dealing with any issues.

M21 There is a clear complaints procedure covered at induction and included in handbooks, and also mentioned on welcome posters in the centres. It includes reference to independent bodies in case of failure to resolve locally. All complaints are logged and action taken noted.

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.	Not 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.	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

Publicity consists of the PGL website.

M22 A claim to be the world's "most trusted" provider cannot be substantiated. This was changed during the inspection and is no longer a point to be addressed.

Premises and resources

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

All criteria in this area are fully met.

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.	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.	Met

Comments

All criteria in this area are fully met.

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

T1/T2 Not every teacher has standard qualifications, but the support for and deployment of these teachers is generally well managed. The policy rationale was accepted in the context of this inspection.
T4 A rationale was provided for the DoS in Hindhead who is not TEFLQ. He is TEFLI and has QTS, with extensive relevant experience, including with PGL; the rationale was accepted.

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.	Not met

Comments

T10 Only one teacher had been observed – by the TEFLQ DoS in Torquay. No other observations had taken place at either centre; at Hindhead there is no TEFLQ observer.

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.	N/a
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

T15 Study and learning strategies are not systematically built into courses or highlighted in the syllabus.

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.	N/a
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.	N/a

Comments

All criteria in this area are fully met.

Classroom observation record

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	All (mixed and closed groups)

Comments

Four teachers were observed at each centre.

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.	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.	Not met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Not 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 Most teachers demonstrated sound knowledge and awareness and provided appropriate models. Some paid attention to features of pronunciation.

T24 Some plans included brief student profiles. Topics, materials and activities were generally relevant to group needs.

T25 Outcomes were clear from course materials, if not all plans, and some teachers wrote can-do statements on classroom boards. Stronger lessons were well structured and sequenced.

T26 Most teachers employed a range of teaching techniques including eliciting, monitoring and nominating. Some made effective use of checking questions.

T27 Although some teachers managed the classroom environment well, some did not make the best use of resources available, and in a number of cases insufficient thought had been given to setting up the classroom to promote learning.

T28 Some teachers were encouraging and made good use of monitoring to help students in their groups or pairs. However, in the majority of segments observed, few correction techniques were seen, and opportunities for feedback were frequently missed.

T29 Lessons were appropriately staged to enable checking and evaluation of learning.

T30 Most teachers created a positive learning environment with good levels of student involvement. Many were able to use variety of interaction patterns and good pace to engage and motivate their classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to unsatisfactory against the criteria, with the majority being satisfactory. Teachers showed awareness of linguistic systems and most provided plans which reflected course and group interests and made use of relevant materials. Teachers generally used an appropriate range of techniques. Overall, resources were used effectively, although there were exceptions to this, and the classroom environment was not always well managed. Feedback techniques were generally limited and students did not always benefit from correction when needed. Sufficient opportunities were created to evaluate learning, and students were engaged in a positive atmosphere in most classes.

Welfare and student services

Care of students	Area of strength
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.	Strength
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.	Met

Comments

W1 There is very good provision to ensure the safety and security of students on both sites visited. Comprehensive premises risk assessments are in place and oversight of all sites is the responsibility of named members of staff. Records of regular fire drills were seen.

W2 A very thorough major incident procedure, known and understood by all staff, is in place. Expert advice has informed the creation of the policy and procedures. At induction students are briefed on evacuation routes and emergency procedures, both when in school and on excursions. Information is also available in staff and student handbooks.

W3 A great deal of help and support is given to students; their welfare and well-being is part of the ethos of the organisation and is at the heart of what is offered. Independent students have their own designated member of staff to look after them and evidence was seen of regular checks being made on their welfare. All staff spoken to understood their role in pastoral care, regardless of their job.

W4 Information on tolerance, respect for everyone and abusive behaviour is visible everywhere across both centres visited. Clear, simple, graphic posters, very relevant to the age of the students are displayed on walls; further information is given to students at induction.

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.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
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.	N/a
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

All applicable criteria in this area are fully met.

<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

No homestay accommodation is offered.

<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

Not applicable.

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.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength

Comments

W24 Students benefit from a well-designed and interesting leisure programme. A variety of activities is offered to ensure all interests are catered for. The programme is designed with many additional activities to cope with unforeseen circumstances, such as poor weather.

W25 The programme is created taking students' preferences into account, and their feedback informs its future shape and development. Group leaders are fully briefed and manage their groups efficiently. Excursions are very well prepared, with interesting and informative handouts, and students are accompanied by enthusiastic and knowledgeable staff.

W26 Clear risk assessments are in place for all activities; these are revisited and updated after each activity. Very good systems are in place to ensure students are well looked after and that their safety is paramount. Risk assessments are thorough and are 'live' documents; staff organising and attending excursions and activities give feedback after each activity, and evidence was seen of careful reflection on activities undertaken and updating of risk assessments.

W27 The activities staff team is well qualified in a number of specialist areas. Many have professional qualifications and experience. Ongoing training, assessment and development is provided by the organisation.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
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 students are aged 7–17. The organisation does not take students over the age of 17.

S1 There is a comprehensive safeguarding policy in place giving clear rules and guidance to everyone in the organisation. Students are made aware of the policy in the student handbook, at induction and photos indicate very clearly who the designated safeguarding staff are. Staff carry safeguarding information in their lanyards.

S2 All staff undergo safeguarding training at the appropriate level and training is regularly refreshed. Everyone coming into contact with the organisation is made aware of the safeguarding policy; students are also kept well informed about the policies in place.

S5 Arrangements for the safety and supervision of students at all times are very thorough. Several roll calls are held throughout the day to check attendance.

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

Inspection history	Dates/details
First inspection	2013
Last full inspection	2017
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	Family adventures, adventure holidays, school trips, group residentials.
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	Other centres in UK and France offering non-accredited products as outlined above

Private sector

Date of foundation	1957
Ownership	Name of company: PGL Travel Ltd. Company number: 01191534
Other accreditation/inspection	OFSTED

Premises profile

Address of Head Office (HO)	PGL Travel Ltd. Alton Court, Penyard Lane, Ross on Wye HR9 5GL
Name and location of centres offering ELT at the time of the inspection but not visited	Osmington Bay, Weymouth; Caythorpe Court, Grantham; Liddington, Swindon
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	PGL Bawdsey Manor, Bawdsey, Woodbridge, Suffolk IP12 3AZ PGL Boreatton Park, Shrewsbury, Shropshire SY4 2EZ PGL Dalguise, Dunkeld, Perthshire PH8 0JX PGL Little Canada, New Road, Wootton Bridge, Isle of Wight PO33 4JP PGL Windmill Hill, Hailsham, East Sussex BN27 4RZ PGL Winmarleigh Hall, Church Lane, Winmarleigh, Preston PR3 0LA

DATA ON CENTRES VISITED

1. Name of centre	PGL Barton Hall Kingskerswell Road, Torquay, Devon TQ2 8JY
2. Name of centre	PGL Marchants Hill Tilford Road, Hindhead GU26 6RF
3. Name of centre	N/a
4. Name of centre	N/a
5. Name of centre	N/a

Student profile	Totals at inspection: centres visited				
Centres	1	2	3	4	5

ELT/ESOL students	At inspection				
	18 years and over	0	0		
17 years and under	54	117			
Overall total	54	117			
U18 programmes: advertised minimum age(s)	7	7			
U18 programmes: advertised maximum age(s)	17	17			
Predominant nationalities	French, Spanish, Italian				

Staff profile at centres visited	At inspection				
	1	2	3	4	5
Centres					
Total number of teachers and academic managers on eligible ELT courses	8	5			
Total number of activity managers and staff	130	120			
Total number of management (non-academic) and administrative staff	15	15			
Total number of support staff	25	25			

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	0			
Academic managers without TEFLQ qualification or 3 years' relevant experience	0	1			
Total	1	1			
<i>Comments</i>					

CDs have no teaching commitments at any time unless they are covering for absent teachers.

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	2	2			
TEFLI qualification	4	2			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	0			
Teachers without appropriate ELT/TESOL qualifications.	1	0			
Total	7	4			
<i>Comments</i>					

None.

Accommodation profile

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

Arranged by provider/agency	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	N/a	N/a				N/a	N/a			

Private home	N/a	N/a				N/a	N/a			
Home tuition	N/a	N/a				N/a	N/a			
Residential	N/a	N/a				54	117			
Hotel/guesthouse	N/a	N/a				N/a	N/a			
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a				N/a	N/a			
Arranged by student/family/ guardian	Adults					Under 18s				
Staying with own family	N/a	N/a				N/a	N/a			
Staying in privately rented rooms/flats	N/a	N/a				N/a	N/a			
	Adults					Under 18s				
Overall totals	0	0				54	117			

Centres	1	2	3	4	5
Overall total adults + under 18s	54	117			