Inspection report

Organisation name	PGL Travel
Inspection date	14–17 July 2026

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 safe, 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 in July 2026. 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, staff management, student administration, learning resources, academic management, course design, 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 sixteen residential centres in the UK. EFL programmes are offered in parallel with activity holidays, with additional seasonal staff brought in as required. At the time of the inspection six centres were offering EFL classes. One of the centres visited, Grosvenor Hall, is one of four centres acquired by PGL travel in 2025. It had previously been accredited under a different ownership.

The inspection, part of which took place remotely, was conducted by two inspectors over four days.
On the first day, meetings were held remotely with the head of international partnerships, the EFL academic manager (EFL AM), the resourcing officer, the resourcing team leader, the international customer services manager, the assistant brand manager, the head of people management, the health and safety manager and the head of safeguarding and SEND.

On the second day the inspectors visited the 'wild card', Osmington Bay, where they had meetings with the general manager (GM), the director of studies (DoS), the senior teacher (ST), the guest experience manager (GEM) and the facilities assistant manager.

On the afternoon of the third day and on the fourth they visited Grosvenor Hall where they had meetings with the GM, the ST, the GEM, the facilities manager and the EFL champion. Inspectors had further meetings with head office staff and conducted the round-up.
At both centres, focus groups were held with teachers, students, group leaders (known as tour or party leaders) and activity leaders. Tours of the premises were conducted, and one inspector visited the residential accommodation. Activities were observed in action and all teachers teaching on the days of the inspection were observed.

Address of the head office

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

Description of sites visited

Two centres were visited: Osmington Bay (Dorset, DT3 6EG) and Grosvenor Hall (Ashford, Kent, TN25 4AJ). Both centres are set in extensive, secure grounds in which the outdoor activities are run. Both have accommodation for students and staff on site, a reception, a sports hall/theatre, a dining room, social spaces, a gift shop, staff rooms, a lounge for group leaders, a first aid room, offices, and dedicated EFL classrooms. The grounds contain a wide range of outdoor activity facilities. Osmington Bay has two small ponds and access to the beach; Grosvenor Hall has a lake.

Course profile	**Year round**		**Vacation only**	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☐	☐	☐	☐
General ELT for adults (18+) and young people (16+)	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☒	☒
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐
Applied English/Content and language integrated learning (CLIL)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comments

All EFL programmes are for under 18s, are run alongside PGL adventure courses, and are of three types: *English Language Programme – mixed nationality*, which runs in selected sites during the summer (July−August); *English Language Programme – closed groups*, run year-round in any centre by arrangement; *tailor made mini stays* run throughout the year in any centre by arrangement. At the time of the inspection, the mixed nationality programme was running at three centres: Marchant's Hill, Grosvenor Hall and Osmington Bay. There was also a closed group at Osmington Bay. Most courses are for one week, with a minority running for two weeks.

Management profile

EFL programmes are managed within the overall PGL structure and draw upon resources from the wider organisation as required. The EFL AM reports to the product manager, a senior role within the product team. Within each centre there is a GM who has overall responsibility for all staff and who reports to a regional operations manager. The DoSs are employed on fixed term contracts; they line manage the EFL teachers who are also on fixed term contracts. DoSs report to the GEMs on site, with a reporting link to the EFL AM. The GEM also has overall responsibility for activity leaders.

Accommodation profile

At Osmington Bay students are housed in bunk-bedded rooms for up to four people. Each room has ensuite facilities. In the chalet-style blocks there is a group leader room on either end of the block. Residential blocks are similar, with group leader staff rooms at either end of the corridors. There are approximately 900 student beds available plus accompanying group leader single ensuite rooms.

At Grosvenor Hall there are three accommodation blocks with ensuite rooms which have bunk beds. Rooms accommodate four−six students. Group leader accommodation is in single or twin ensuite rooms. Approximately 320 beds are available to students on EFL programmes, and their accommodation is not shared with other school groups.

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, Staff 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 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. *Learning resources* is an area of strength.

Teaching and learning
The provision meets the section standard and exceeds it in some respects. The staff team overall has a professional profile (qualifications and experience) appropriate to the context. Teachers receive good day-to-day 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 met the requirements of the Scheme. *Academic management* and *Course design* are areas of strength.

Welfare and student services
The provision meets the section standard and exceeds it in some respects. Appropriate security and safety measures are in place. Students' needs for information, support and pastoral care are well met. The residential accommodation is of a satisfactory standard. The extensive and challenging leisure programme is very well organised and is delivered effectively by an enthusiastic team of well-trained instructors and leaders. *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. The safeguarding policy and procedures are detailed and are effectively communicated to staff, parents, group leaders and students. Staff are well trained in safeguarding issues. Students are closely supervised throughout their stay. Appropriate suitability checks are carried out on all staff. *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.	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.	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.	Strength

Comments
M1 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 their relevance and importance for the current context and future planning.
M2 There are clear objectives for the future of the organisation. The takeover of the Kingswood operation has been handled well. Objectives and plans relate specifically to the statement of goals and values.
M4 Communications are very good between head office staff and centres, and within centres, where there are daily meetings for the different teams of staff. Staff are well informed and engaged.
M7 There is a comprehensive and regular quality review cycle incorporating multiple sources of references: for

example, feedback from staff and students, as well as group leaders and agents.

Staff management and development	Area of strength
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 ensures that these are up to date.	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, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength
Comments	
M8 The human resources policies are comprehensive and implemented to a high standard. There is good staff well-being provision. M10 There is a comprehensive recruitment and selection policy with procedures which are very effectively implemented by staff at head office. Staff files sampled contained all the requisite documentation. The EFL AM investigates any non-standard EFL qualifications. M11 There are thorough induction procedures for all staff, with documentation and delivery tailored for different roles within the operation. Induction time is paid and there are opportunities for observing and shadowing colleagues. M13 Mandatory training schedules are efficiently implemented, and other appropriate training is carried out: for example, first aid training for all centre staff. There is evidence of provision for career progression within the organisation.	

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good 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.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 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
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Strength
Comments	
M14 Customer service is provided to a high standard. Courses are negotiated specifically with agents/tour operators and tour leaders; 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 recorded in a service agreement.	

M15 Communication between the customer service team and the sending agents is of a high standard. There is evidence of positive feedback on how well needs and expectations are met.
M20 There is a clear complaints procedure made known, as appropriate to all stakeholders. It includes reference to independent bodies in case of failure to resolve locally. There is evidence that complaints are dealt with effectively with action taken recorded. Small problems and issues are logged and attended to very promptly.

Publicity	Met
M21 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
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	N/a
M25 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

M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met
Comments	
Publicity consists of the PGL website and detailed fact sheets. Publicity is designed for agent use; PGL does not sell to individual clients. Fees are individually negotiated with agents; therefore, M24 is not applicable. All applicable criteria in this area are fully met.	

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
P2 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
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met
Comments	
P1 The sites are very secure. There is evidence of expert input into the framing of the risk assessments and rigorous training is provided for activity staff in their use of the premises and facilities. P2 The premises and grounds are maintained to a high standard by a team of cleaning and maintenance staff. There is a rapid response to any problems. P3 Classrooms at Osmington Bay are of a satisfactory standard; those at Grosvenor Hall are of a good standard.	

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
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 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments
P7 Students are provided with a course booklet. The content relates to the week's syllabus and there is additional space for students to make their own notes and assess their progress via checklists based on 'Can do' statements. P9 All classrooms are equipped with large monitors linked to computers provided by the organisation. They are well maintained and staff receive good training in their use. Technical support is readily available.

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile (qualifications and experience) that is appropriate to the organisation's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.	

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength
Comments	
T7 There are very effective arrangements for the induction of new teachers: they have several days at the centre to plan their lessons and to observe classes before they start teaching. T8 Teachers reported that they were receiving effective day-to-day guidance and support. Daily meetings are held with the academic managers and teachers have frequent one-to-one meetings to discuss the planning of lessons and any issues relating to their teaching. T10 There are effective measures at the centres to ensure that individual teachers receive appropriate training and development opportunities. There is a structured peer observation scheme. PGL have provided financial support to a number of their staff to enable them to gain EFL qualifications.	

Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met
Comments	
T11 The course design is suitable for short vacation courses. There is detailed guidance for teachers on linking the syllabus and the students' coursebook, with reference to activities and selected audio and visual resources. T12 There is systematic integration of the course content and the out-of-class activities. Students are well prepared in their English classes for their excursions and there is a dedicated lesson on their first day to familiarise them with language relating to the safety equipment and instructions given during their adventure activities.	

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Not met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a
Comments	
T15 There are principled procedures for the placement of students into classes by means of a multiple-choice test and a short interview. Factors such as first language and gender are also taken into account. However, in some classes, not enough weight had given to the students' age and degree of confidence in speaking. As a consequence, there was a wide age range (e.g. 9−16), with young students lacking spoken skills in the same group as older, more confident students. T17 Students are helped to identify their learning needs and achievements by means of 'Can do' statements which students fill in for each lesson, in their booklet. On the final page, suggestions are given by the teacher about how the individual student can further their knowledge and skills after the course.	

Classroom observation record

Number of teachers seen	Four at Osmington Bay; two at Grosvenor Hall.
Number of observations	6
Parts of programme(s) observed	Classes in the morning and afternoon.
Comments	
All teachers at the two centres during the week of the inspection were observed.	

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Not met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met
Comments	
T19 In the majority of lessons, teachers provided accurate models of spoken and written language, with explanations appropriate to the students' level and context. In a minority of lessons, an unnatural or inaccurate model of speech was provided, and insufficient attention was given to meaning and checking of understanding. T20 Lesson plans were based on course objectives and better examples showed an awareness of the differing background, skills and learning needs of the students. In a few lessons, as a consequence of the wide age range, the content did not suit all the students. The timing of activities in the lesson plans was generally realistic and time was allowed for checking learning outcomes. T21 Learning objectives were usually presented at the start of lessons and, in most lessons, outcomes were realised through an appropriate sequence of activities. There were opportunities for students to review their achievement. T22 Techniques included nomination and, in better segments, instructions and understanding were checked. Some imaginative ways of grouping and regrouping students was observed. However, a minority of lessons were teacher centred and static; opportunities were missed to provide controlled practice of spoken language. T23 Effective use was made of the course booklets. Technology was used competently and whiteboards were generally well organised. A few teachers made good use of the classroom space, for example in mingle activities. T24 Most teachers monitored well and gave encouragement but there was insufficient evidence of correction, with follow-up practice, of spoken language. T25 Most lessons had a logical flow, and short assessment activities were included to enable teachers and students to evaluate learning. T26 The majority of teachers promoted a positive and purposeful learning atmosphere, and materials and activities were generally effective in engaging the students. However, in a minority of segments observed, the lesson was very teacher centred and, as a consequence, students were more passive.	

Welfare and student services

Care of students	Area of strength
W1 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
W2 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
W3 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
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Strength

Comments
W1 An extremely thorough and comprehensive plan is in place, including training and support for group leaders. The policy is implemented through, and supported by, relevant practical documents. W2 Relevant information is collected at enrolment and passed on from agents to on-site staff via registration teams. Digital systems are effective in allowing prompting, recording and the communication of any welfare issues from head office to on-site senior management. All staff spoken to understand their role in pastoral care, regardless of their job position. W6 Health care provision is excellent. For example, all PGL staff are first aid trained. Across the activity site, there are numerous fixed first-aid points with first-aid boxes and radios to support communication. The school also supports accompanying group leaders with 111 calls and any hospital visits that may be required.

Accommodation (W7–W18 as applicable)	Met
All accommodation	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Not met

Comments
W13 Special dietary requirements are catered for; however, the quality and quantity of food at both sites was inconsistent. At Osmington Bay the variety was reasonable, but students commented negatively on the limited portions sizes available. At Grosvenor Hall the food offered did not provide a balanced diet and portion arrangements were restrictive. The inspectors' findings at both centres were supported by negative feedback in focus groups and feedback forms.

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
None.	

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	

Leisure opportunities	Area of strength
W19 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
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength
Comments	
W20 A very wide variety of activities is available including ropes-based activities: abseiling, climbing, giant swings, and ground and water-based activities such as problem solving, orienteering, raft building and paddle boarding, and	

archery tag.
W21 Staff responsibilities are clearly structured and arrangements are effectively communicated. Excursions are varied and well planned.
W22 Health and safety measures are very comprehensive. Risk assessments are of a high standard with a systematic approach to feedback including three categories of reporting: accidents, incidents and near misses.
M23 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.	Strength
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.	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

All students are aged under 18.
S1 A comprehensive policy is in place with clear processes and procedures. The policy is implemented through, and supported by, relevant practical documents.
S2 Safeguarding training for all adults involved in the programme is extremely thorough. Training, for example, includes centre senior staff receiving bespoke training from an external provider. Safeguarding is an agenda item at weekly meetings when different questions/scenarios are posed and discussed to ensure training is ongoing.
S4 Robust recruitment procedures are in place, and records are very well maintained.
S5 Supervision mechanisms are very thorough with regular registration checks throughout the day. The premises are very secure and students are closely monitored. Risk assessments to ensure the safety of all students during lessons and activities are in place.
S6 Different staff groups and accompanying group leaders have clearly defined responsibilities and ensure the shared rules are adhered to. The missing student procedures are extremely well thought through.

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	2022
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	Adventure holidays; school trips; group residentials; family adventures.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Other centres in UK and France offering non-accredited products.

Private sector

Date of foundation	1957
Ownership	Name of company: PGL Travel Ltd Company number: 2305562
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	PGL Boreatton Park Shrewsbury Shropshire SY4 2EZ PGL Dalguise Dunkeld Perthshire PH8 0JX PGL Liddington King Edward's Place Foxhill Swindon SN4 0DZ PGL Marchant's Hill Tilford Road Hindhead GU26 6RF
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	PGL Barton Hall Kingskerswell Road Torquay Devon TQ2 8JY PGL Bawdsey Manor Bawdsey Woodbridge Suffolk IP12 3AZ PGL Caythorpe Court Grantham Lincolnshire NG32 3ER PGL Dearne Valley Denaby Main Doncaster DN12 4EA PGL Little Canada

	New Road Wootton Bridge Isle of Wight PO33 4JP PGL Newby Wiske Hall Newby Wiske Northallerton North Yorkshire DL7 9HA PGL Windmill Hill Hailsham East Sussex BN27 4RZ
	PGL Winmarleigh Hall Church Lane Winmarleigh Preston PR3 0LA PGL Ford Castle Ford Village Berwick-upon-Tweed Northumberland TD15 2PX

DATA ON CENTRES VISITED

1. Name of centre	PGL Grosvenor Hall
2. Name of centre	PGL Osmington Bay

Student profile	Totals at inspection: centres visited	
Centres	1	2
ELT/ESOL students		
18 years and over	N/a	N/a
17 years and under	60	76
Overall total	**60**	**76**
U18 programmes: advertised minimum age(s)	8	8
U18 programmes: advertised maximum age(s)	17	17
Predominant nationalities	French, Italian, Chinese, Spanish	

Staff profile at centres visited	At inspection	
Centres	1	2
Total number of teachers and academic managers on eligible ELT courses	3	6
Total number of activity managers and staff	91	159
Total number of management (non-academic) and administrative staff	9	13
Total number of support staff	62	73

Academic management qualification profile

Profile in week of inspection: at or responsible for centres visited	Total number of academic managers		
Location/centres	HO	1	2
TEFLQ qualification and 3 years' relevant experience	1	0	1

Academic managers without TEFLQ qualification or 3 years' relevant experience	0	1	1
Total	1	1	2

Comments
At the time of the inspection visit the DoS at Grosvenor Hall was on sick leave. The senior teacher was taking on some of his day-to-day duties, supported by the ELT AM. Academic managers are not scheduled to teach, but are available to provide short-term cover.

Teacher qualification profile

Profile in week of inspection at centres visited	Total number of teachers	
Centres	1	2
TEFLQ qualification/profile	0	2
TEFLI qualification (includes relevant QTS)	2	2
ATEFL registered portfolio in progress	0	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0	0
Holding specialist qualifications only (for ESP/CLIL)	0	0
Alternative professional profile	0	0
Total	2	4

Comments
Numbers do not include senior teachers.

Accommodation profile

Numbers of students in each type of accommodation at time of inspection: at centres visited				
Arranged by provider/agency	Adults		Under 18s	
Centres	1	2	1	2
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	60	76
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	N/a	N/a	60	76

Centres	1	2
Overall total adults + under 18s	60	76

Report expires 31 March 2031