Inspection report

Organisation name	Pilgrims, Canterbury
Inspection date	10 - 11 July 2014

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the *Declaration of legal and regulatory compliance*.	☒	☐
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	☒	☐
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	☐	☒
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	☒	☐

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	☒	☐	☐

Recommendation

We recommend placing accreditation under review because the section standard for Teaching and learning is not met.
Evidence must be submitted within three months to demonstrate that weaknesses in fire safety compliance (M1 & W1) have been addressed.
The period of review to be ended by a spot check within six months focusing on the academic management structure (T4 & T5) and monitoring of teachers' performance (T11).
We also recommend a supplementary inspection at an appropriate time to assess any teacher development programme containing a language development component that may be run, either during the summer or at another time of year.

Publishable statement

The publishable statement has been withdrawn.

Report expires 31 March 2019

Organisation profile

Inspection history	Dates/details
First inspection	1983
Last full inspection	June 2010
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 schools / centres /affiliates	Pilgrims Young Learners (managed from Oxford)
Other related non-accredited activities (in brief) at this centre	N/a

Private Sector

Date of foundation	1974
Ownership	OISE Holdings Ltd
Other accreditation/inspection	None

Premises profile

Address of main site	4-6 Orange Street, Canterbury, Kent CT1 2JA
Details of any additional sites in use at the time of the inspection	University of Kent for Teacher Training
Details of any additional sites **not** in use at the time of the inspection	N/a
Inspectors' note of sites inspected	The premises at Orange Street comprise two floors of a listed building situated in the centre of Canterbury with good transport connections. The premises comprise, on the first floor, seven classrooms, a common room which is also used as a classroom, a teachers' workroom, several offices, a small kitchen and a reception area. The second floor was out of use at the time of the inspection due to storm damage, but normally comprises two classrooms. Permanent repairs are awaiting the insurers' approval. The location is advantageous - in the city centre close to the cathedral, cafés, shops and restaurants.

Student profile	At inspection	In peak week (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100% July
ELT/ESOL Students (eligible courses)	At inspection	In peak week
Total ELT/ESOL student numbers (FT + PT)	18	20
Full-time ELT (15+ hours per week) 18 years and over	18	20
Full-time ELT (15+ hours per week) aged 16-17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16-17 years	0	0
Part-time ELT aged under 16 years	0	0
Minimum age (including closed group or vacation)	18	18
Typical age range	18-55	18-55
Typical length of stay	1-2 weeks	1-2 weeks
Predominant nationalities	Italian, French, Spanish	Italian, French, Spanish
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	2	2
Number on child visitor visas	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	8	8
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10-19 hours/week	7	
Number teaching ELT 20 hours and over/week	1	
Total number of administrative/ancillary staff	3	

Academic staff qualifications to teach ELT/TESOL

Profile at inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	2
Certificate-level ELT/TESOL qualification (TEFLI)	4
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	2
Total	8
These figures include the academic manager(s)	
Comments	
None.	

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults (18+)	☒	☒	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☒	☒	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☒	☐	☒	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐
Comments						
Pilgrims runs three distinct English language programmes, all for adults over 18: The Pilgrims Course for professionals The Success Course for young adults over 18 IELTS - The Pilgrims Way, an IELTS preparation course. All three courses run throughout the year and accept students on the first day of any week. They were all running at the time of the inspection. Pilgrims also runs a range of teacher development courses, primarily in the summer at the University of Kent campus but also throughout the year on demand. Many of these focus on different aspects of methodology, but some have specific language development components and are therefore eligible for inspection and accreditation. Due to funding difficulties and reduced enrolments, no eligible teacher development provision was running at the time of the inspection.						

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	18	
Private home		
Home tuition		
Residential		
Hotel/guesthouse		
Independent self-catering e.g. flats, bedsits, student houses		
Arranged by student/family/guardian		
Staying with own family		
Staying in privately rented rooms/flats		

Introduction

Pilgrims has operated continuously in Canterbury for 40 years and following a change of ownership in 2003 is now part of the OISE group of schools. The school retains a high degree of independence and autonomy and is responsible for marketing and promotion under its own brand.

There have been significant changes since the last inspection. A new principal has been appointed from within the existing Pilgrims staff (he was formerly the academic manager) and a new academic manager has been appointed. These appointments took place two and a half years ago and resulted in a major transformation in and development of the programmes being offered and the principles and values underlying the work of the school.

There is a strong emphasis on coaching to promote personal development and effective communication skills, this being achieved through personalised training by training staff with the necessary skills. English language development is realised within the overall context of personal development and an increase in individual confidence. Students are encouraged to reassess their attitudes towards language learning and language use with the aim of achieving a more confident and positive relationship with English in use, particularly in interactive and interpersonal contexts.

The inspection took place over one and a half days, during which the inspectors met:

- the principal
- the programme orchestrator (academic manager)
- the accommodation and welfare manager
- the sales and marketing executive
- the business and finance manager
- the administrative assistant.

They also met a group of students (trainees) and a group of teachers (trainers) and one inspector visited three homestays.

It was not possible, as originally planned, to inspect the teacher training programmes that were being run at the University of Kent campus because delays in the approval of Erasmus+ funding resulted in a serious reduction in participant numbers. As a result, no courses including a language development component were running at the time of the inspection, or were at that time scheduled for a later date. The school was advised to inform the Accreditation Unit if any eligible provision were subsequently to take place, particularly as the previous report had recommended that the teacher development provision should be inspected.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments

M1 Sampling identified the following issue: compliance with fire safety requirements. There was no record of a fire drill with evacuation being carried out within the previous 12 months. Fire action instructions are not posted and the assembly area is not indicated. The school should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☐	☐	☐
M3 Duties specified	☐	☒	N/a	☒	
M4 Communication channels	☐	☒	☐	☒	☐
M5 Human resources policies	☐	☒	☐	☐	
M6 Qualifications verified	☐	☒	N/a	☐	☐
M7 Induction procedures	☐	☒	☐	☒	
M8 Monitoring staff performance	☒	☐	☐	☒	
M9 Professional development	☐	☒	☐	☒	

Comments

M3 Job descriptions are in place but the job descriptions of the accommodation and welfare manager and of the operations manager in some respects do not accurately reflect current duties.
M4 All staff work closely together and there is a high level of informal communication on a daily basis. In addition, fortnightly staff meetings are held which were reported on positively by the staff. No written notes are kept, however. Both the principal and the academic manager attend annual meetings with other OISE school managers and head office personnel.
M7 Recently-appointed staff reported positively on the inductions that they received on taking up their posts. This applies to both administrative and teaching staff.
M8 Formal appraisals have not been carried out in recent years, although the OISE employee handbook refers to a formal appraisal taking place at least once a year. It was reported that a more informal procedure was in place but no written records had been kept.
M9 In-house professional development takes place and teaching and administrative staff had recently received training regionally, in association with other OISE schools, and centrally.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☐	☒	
M11 Information on course choice	☐	☒	☐	☐	
M12 Enrolment procedures	☐	☒	☐	☐	
M13 Student records	☐	☒	☐	☒	
M14 Student attendance policy	☐	☒	☐	☐	
M15 Conditions and procedures	☒	☐	☐	☒	

Comments

M10 Staff are unfailingly helpful and courteous to students and go out of their way to provide a high level of support. One member of the administrative staff reported difficulty in covering all her responsibilities in the time available; the inspectors were told by the school management that temporary administrative assistance had been provided in the first six months of 2014.
M13 Student records are up to date and are held electronically and on paper.
M15 There is no reference to any student disciplinary procedure in the school. Any issue is dealt with on a one-off basis. Given the size and ethos of the school student disciplinary issues rarely, if ever, arise.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☒	☐
M17 Continuing improvement	☐	☒	☒	☒	
M18 Student feedback and action	☐	☒	☐	☐	☐
M19 Staff feedback and action	☐	☒	☐	☒	

M20 Complaints	☐	☒	☐	☐	☐

Comments

M16 Most points arising from the previous report have been addressed satisfactorily. One outstanding item is T13 – formal observation of teachers (now T11). See T11 in this report.
M17 An external consultant was engaged in January 2013 to review the administrative and management procedures of the school. A detailed manual was produced setting out procedures to be followed in the running of the school, which all staff are expected to follow. At a less formal level, practices are reviewed on a continuing basis, with effective engagement with students and achieving student satisfaction as the guiding principles.
M19 Staff feedback is obtained informally, primarily during regular staff forums. There is no written record of action taken.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☐	
M22 Realistic expectations	☐	☒	☐	☐	
M23 Course description	☐	☒	☐	☒	
M24 Course information	☒	☐	N/a	☒	
M25 Cost	☐	☒	☐	☐	
M26 Accommodation	☐	☒	☐	☐	☐
M27 Leisure programme	☒	☐	☐	☒	☐
M28 Staff qualifications	☐	☒	N/a	☐	☐
M29 Accreditation	☐	☒	N/a	☐	☐

Comments

Publicity takes the form of four printed brochures and a website. The school also makes use of social networking sites. The school is largely responsible for writing, designing and producing its own publicity without reference to the parent company. The brochures are due for review and reprinting in September 2014 and the website can be updated regularly by the school as and when is necessary.
M23 Course descriptions focus largely on the aims, values and outcomes of the programmes, rather than on specific course content. This is in line with the general ethos of the school.
M24 The information provided on the programmes offered is accurate, but the following information is not provided for all courses: the number of taught hours per week, the minimum enrolment age and the maximum class size.
M27 Although the school provides a range of out-of-school and leisure activities, there is no reference to this in publicity material. Leisure activities are included in the course fee and there is no additional charge.

Management summary

The provision meets the section standard. The management is informal in many respects and operates at a personal level with a minimum of paperwork. Staff management meets Scheme requirements with the exception of formal annual appraisals, which are not currently being done. Student administration is good in most respects but there are no student disciplinary procedures. Quality assurance is generally good. Publicity material is accurate but some items of information required by the Scheme are missing.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☐	☐	
R2 Condition of premises	☐	☒	☐	☒	
R3 Classrooms and learning areas	☐	☒	☐	☒	
R4 Student relaxation facilities	☐	☒	☐	☒	☐

R5 Signage and display	☐	☒	☐	☒	☐
R6 Staff room(s)	☐	☒	☐	☒	☐

Comments

R2 The premises suffered storm damage in late 2013 and as a result two classrooms were temporarily out of use, awaiting repair, at the time of the inspection. These are on the top floor of the building, which is not currently being used, and all rooms on the main floor are entirely fit for purpose and in a reasonably good state of decoration.
R3 Classrooms are of a good size for the number of students present. Not all were in use at the time of the inspection. Furniture is very flexible and varied in nature. It is carefully chosen to facilitate the training methods in use and to reflect the ethos of the school.
R4 Free tea, coffee and water is available at all times to staff and students. There are numerous food and drink outlets in the vicinity.
R5 Emergency exit signs are in evidence, but there are points on exit routes that are not adequately signed.
R6 Staff have the use of a workroom which is of ample size to meet their needs. A general common room for staff and students (trainers and trainees) provides a congenial space for relaxation and socialising.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	☐	☒	☐	☒	
R8 Resources for teachers	☐	☒	☐	☒	
R9 Educational technology	☐	☒	☐	☒	
R10 Self-access facilities	☐	☐	☐	☐	☒
R11 Library/self-access guidance	☐	☐	☐	☐	☒
R12 Review and development	☐	☒	☐	☐	

Comments

R7 There is limited use of standard published materials, except in IELTS preparation classes. The ethos of the school is that the students themselves are the main resource. Learning materials are, however, available if needed.
R8 Teachers have the use of a photocopier, computers and printers and a range of published material, including grammar reference books, dictionaries, skills-development material, ESP material and coursebooks for IELTS preparation.
R9 Four classrooms are equipped with data projectors and an additional mobile data projector is available. There is a computer room for student use equipped with six computers and a printer. This equipment can also be used by teachers. All equipment seen was in working order.

Resources and environment summary

The provision meets the section standard. The premises, furnishings and equipment support effective learning in line with the ethos of the school and provide a good working environment for the staff.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☒	
T2 ELT/TESOL teacher qualifications	☒	☐	☐	☒	
T3 Rationales for teachers	☐	☒	N/a	☒	☐
T4 Profile of academic manager(s)	☒	☐	☐	☒	☐
T5 Rationale for academic manager(s)	☒	☐	N/a	☒	☐

Comments

T1 One rationale was accepted for a teacher without a level 6 qualification.
T2 One teacher does not have a TEFL qualification.

T3 The rationale for the teacher without a TEFL qualification was accepted in the context of the present inspection.
T4 The academic manager is experienced in TEFL and in coaching but does not have a level 6 qualification or a TEFL qualification.
T5 The inspectors were unable to accept the rationale provided for the academic manager. In discussion the principal undertook to form, as a matter of some urgency, an academic management team of two, to include the present academic manager and a TEFLQ manager. The aim is to create a team which combines expertise in coaching and expertise and qualification in TEFL, within the context of the teaching of English as a life skill, an approach which is espoused by the school and also by other schools in the OISE group.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☐	☒	☐
T7 Timetabling	☐	☒	☐	☐	
T8 Cover for absent teachers	☐	☒	☐	☐	
T9 Continuous enrolment	☐	☒	☒	☒	☐
T10 Support for teachers	☐	☒	☐	☒	☐
T11 Observation and monitoring	☒	☐	☐	☒	☐

Comments

T6 Teachers' preferences are taken into account and opportunities are taken to broaden their experience by deployment to different programmes within the school's provision.
T9 Students may join courses on the first day of any week. Before departure they are given access via the school's website to a pre-arrival video which explains the nature of the programme they will be following. They also receive a phone call before leaving, again to inform them of the nature of the course and the ethos of the school. On meeting the student group, it was evident that they had a clear vision of the school's approach and felt in tune with it. This included newly-arrived students.
T10 Teachers reported that they were well supported. In-house and regional training events take place periodically and teachers participate in peer observation and team teaching. Conference and workshop attendance is supported by the school.
T11 Although there has been some informal observation of teachers by the academic manager, no formal observation of teachers by a TEFLQ academic manager has taken place or is currently taking place. Some feedback of an informal nature is reported to have been provided but there is no record of this.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☒	☒	
T13 Review of course design	☐	☒	☐	☐	
T14 Course outlines	☐	☒	☐	☒	
T15 Study and learning strategies	☐	☒	☒	☒	
T16 Linguistic benefit from UK	☐	☒	☒	☒	

Comments

T12 The underlying principles and values of the courses provided are clearly and fully stated in handbooks for teachers and in the school's publicity material. This is based on the use of coaching and viewing the use of English as part of wider life skills. A major aim is the development of students' confidence and their ability to use their knowledge of English for effective communication. This is a coherent approach, but because of the organic fashion in which courses develop it is not appropriate or indeed possible to provide a detailed course structure in advance. However, overall learning aims and objectives are clearly stated.
T14 Programmes of study are 'co-created' by teachers and students. They develop organically with reference to student needs and progress flexibly in real time. It is not therefore possible to produce predetermined written course outlines for students, except in terms of overall aims and generalised outcomes.
T15 The courses aim to increase students' confidence as learners and to help them to develop appropriate learning styles and approaches which will equip them to continue learning after the course.
T16 The school provides some novel opportunities for developing skills outside the classroom. These include students and staff meeting together for breakfast on some days of the week, and also for lunches and dinners. Visits with trainers acting as leaders are linked where appropriate with course content and all students normally live with a homestay host.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	☐	☒	☐	☒	☐
T18 Monitoring students' progress	☐	☒	☐	☐	
T19 Examination guidance	☐	☒	☐	☒	☐
T20 Assessment criteria	☐	☐	☐	☐	☒
T21 Academic reports	☐	☒	☐	☐	
T22 Information on UK education	☐	☐	☐	☐	☒

Comments

T17 Students are not tested on arrival and groups are mixed level. Students felt that the school's approach to learning and coaching facilitated the effective handling of mixed-level groups. In addition, there is sufficient staffing allocated to allow small 'break-out' groups to be formed if differences in level make this desirable. Such a procedure with one student was observed during the inspection and operated successfully.
T19 The school offers IELTS preparation. Students generally self-select for this course when applying to the school.

Classroom observation record

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

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	☐	☒	☐	☒	
T24 Appropriate language	☐	☒	☒	☒	
T25 Planning content	☐	☒	☐	☒	
T26 Coherent and relevant activities	☐	☒	☐	☒	
T27 Classroom management	☐	☒	☐	☒	
T28 Teaching techniques	☐	☒	☐	☒	
T29 Student engagement	☐	☒	☐	☒	
T30 Sensitivity and learning atmosphere	☐	☒	☒	☒	

Comments

T23 Some appropriate models of language were written on the whiteboard but little modelling of spoken language was observed.
T24 A personalised approach was adopted which took account of individual student needs and different learning styles. Teachers encouraged students to learn in ways which suited their particular styles of learning.
T25 No lesson plans were produced for most sessions. Sessions developed organically and students contributed in real time to the content and direction of the session. Most sessions observed were topic focused, taking a topic as the starting point and allowing the language content to be prompted by students.
T26 Activities and learning outcomes were not pre-planned but emerged from the way the session evolved. In most instances learning outcomes were relevant, but on occasion a degree of steering by the teacher would have been beneficial.
T27 Resources were used effectively by teachers and students. On one occasion a data projector was left turned on unnecessarily and was a minor distraction. Otherwise, effective use was made of data projectors, posters and realia.
T28 In stronger teaching there were examples of the encouragement of peer correction, but in general little correction was observed and there were several instances where opportunities for incidental pronunciation practice were missed. Throughout teachers gave encouraging and constructive feedback on individual students'

contributions. A one-to-one 'breakout' session with a student at a lower level than that of the group was taught effectively and the student was clearly benefiting from the individual attention.
T29 Activities were well set up and students in general participated well, but in some sessions participation was uneven with some students making little or no active contribution, although they were listening intently.
T30 Rapport was very good in all sessions observed. Teachers were very sensitive to students' needs and feelings and the atmosphere in all sessions was positive. Students in the focus group spoke highly of their teachers and said that they were very friendly.

Classroom observation summary

Teaching was personalised and teachers demonstrated a high level of sensitivity to their students. Their approach was very supportive and encouraging, but little correction of student errors was observed. Sessions developed organically and direction depended largely on the students. Students were engaged and most participated well, but participation in some sessions was rather uneven. The teaching observed met the requirements of the Scheme.

Teaching and learning summary

The provision does not meet the section standard; the qualifications of the academic manager do not meet Scheme requirements and teaching staff have not been monitored by a TEFLQ manager. Most teachers are appropriately qualified and otherwise receive sufficient support. Course design is of a good standard and programmes of learning meet the needs of the students. Strengths were noted in *Course design*. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☐	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☒	☒	
W4 Dealing with abusive behaviour	☐	☒	☐	☐	
W5 Emergency contact number	☐	☒	N/a	☐	
W6 Transport and transfers	☐	☒	☐	☐	
W7 Advice	☐	☒	☐	☒	
W8 Medical and dental treatment	☒	☐	N/a	☒	

Comments

W1 Entry to the building is by a security entry phone system. Appropriate health and safety policies have been drawn up, fire equipment is checked regularly and first aid provision is appropriate. However, no fire risk assessment of the building has been carried out.
W2 All staff are very accessible and able to provide any support needed on a personal level. Members of staff join students for breakfast twice a week, and lunch several times a week, in local cafés and restaurants, affording good opportunities for getting to know students well and addressing any pastoral concerns.
W3 Staff are introduced to the students at induction. Once they have enrolled, students are also sent a link to a welcome video, which introduces key members of staff in the school and their roles.
W7 Students receive relevant information in the welcome video and in their welcome pack. Staff are always ready to provide additional information and support.
W8 There is no information given about students' rights regarding medical and dental treatment through the NHS, and no information about any costs that might be incurred.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers homestay accommodation (standard and executive), and accommodation in a nearby hotel. The inspector visited three homestays, two standard and one executive, all of which were of a good standard and provided a comfortable environment for adult students. Homestay hosts were friendly and welcoming. Many homestays are within walking distance of the school; students on the executive course have a taxi pick-up to and from their accommodation every day.
One inspector stayed in the hotel used by the school and found it to be wholly appropriate for executive students with comfortable rooms, welcoming staff and a very professional level of service.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☐	☐	☐
W10 Accommodation inspected first	☐	☒	☐	☒	☐
W11 Accommodation re-inspected	☒	☐	☐	☒	☐
W12 Accommodation registers	☐	☒	☐	☐	☐
W13 Information	☐	☒	☐	☐	☐
W14 Student feedback	☐	☒	☐	☒	☐
W15 Meals in homestay/residences	☐	☒	☐	☐	☐

Comments

W10 Accommodation is inspected before students are placed but homestay hosts are not informed of the requirement to conduct fire risk assessments of their homes.
W11 Two of the three homestays visited had not been re-inspected within the last two years.
W14 The accommodation and welfare manager collects informal feedback on accommodation at the start of each week during coffee breaks, and when she joins students for breakfast and lunches. Feedback is also collected at the end of the course.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	N/a	☐	☐
W17 Rules, terms and conditions	☐	☒	☐	☐	☐
W18 Shared bedrooms	☐	☒	N/a	☐	☐
W19 Students' first language	☐	☒	N/a	☐	☐
W20 Language of communication	☐	☒	N/a	☐	☐
W21 Adult to welcome	☐	☒	N/a	☐	☐

Comments

None.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☐	☐	☐	☒
W23 Health	☐	☐	☐	☐	☒

Comments

The school does not offer residential accommodation.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☐	☐	☐	☒
W25 Other accommodation	☐	☒	N/a	☒	☐

Comments

W25 Booking arrangements for the hotel are clear, and students benefit from a preferential rate, but the accommodation and welfare manager does not monitor this accommodation regularly.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	☐	☒	☒	☒	
W27 Leisure programmes	☐	☒	☒	☒	☐
W28 Health and safety	☒	☐	☐	☒	☐
W29 Responsible person	☐	☒	☐	☐	☐

Comments

W26 School staff aim to provide information about leisure activities, including sports activities, according to students' personal interests, and they advise and help students to arrange trips for the weekends, ensuring that all students have interesting things to do. There is information about the city and other places of interest available in the school or on the school's website.
W27 The school organises an excellent and varied social programme. Every week students have two or three evening activities in school with their trainers, which include films, guest speakers and games; they also have breakfast, lunch and dinner with trainers in local restaurants, according to the course package they have booked. Every Friday there is a picnic lunch in school with all staff and students. Students very much value the time spent with school staff outside the class sessions.
W28 There are no risk assessments in place for on-site and off-site activities.

Welfare and student services summary

The provision meets the section standard. Students' needs for, pastoral care, information and leisure activities are met. Homestay and residential accommodation are of a good standard. The leisure programme is varied and well organised. However, no fire risk assessment of the building has been carried out, and no risk assessments are in place for on-site and off-site activities. Not all accommodation is re-inspected at least once every two years and homestay hosts have not been informed about the need to conduct fire risk assessments.