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| Organisation name | Pilgrims Young Learners, head office Oxford |
| Inspection date   | 9–10 August 2023                            |

| Section standards  |     |
|--|-----|
| <b>Management</b><br>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 |
| <b>Premises and resources</b><br>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 |
| <b>Teaching and learning</b><br>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 |
| <b>Welfare and student services</b><br>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 |
| <b>Safeguarding under 18s</b><br>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   |
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| We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in publicity and W1 and S1 have been addressed. The required evidence was subsequently submitted. |

| Summary statement  |
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| <p>The British Council inspected and accredited Pilgrims Young Learners in August 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.</p> <p>Overall, the inspection report stated that the organisation met the standards of the Scheme. However, a need for improvement in the area of publicity was noted.</p> |

## Introduction

Pilgrims Young Learners is part of the OISE group of schools and runs courses for under 18s in July and August every year.

The organisation runs an integrated programme of learning with daily themes aligned with the evening activities and the excursion programme. Students enrol for two-week or three-week courses, depending on the centre they choose. Since the last inspection, due to the global pandemic, Pilgrims has reduced size from three centres to two. During 2023, the centres open are at Harrow School to the west of London, and Bradfield College, near Reading.

This compliance only inspection, part of which was conducted remotely, lasted two days, and focused on the Harrow school centre. One inspector spent two days at the centre, and the other joined remotely. Meetings were held with the principal, course director and academic manager. Separate focus group meetings were held with teachers, students and activity leaders. All teachers were observed once. One inspector met a representative of Harrow School and undertook a tour of the school, while the other inspector had a virtual tour of the school's accommodation.

## Address of main site/head office

14 Friars Entry, Oxford OX1 2BZ

## Description of sites visited/observed

Harrow School is a boys independent boarding school in Harrow-on-the-Hill, about 15 miles west of London. The school has a mix of old and modern buildings and is set over a large site. Pilgrims Language school in 2023 is based in Elmfield House as a residential block and has teaching premises across the road in the Geography block. The boys are on one floor of the residential block with male staff and the female students are on the second floor with the female staff. There are separate student and staff bathrooms on each floor. In the teaching block there are boys' toilets, girls' toilets and staff toilets. In the same building there is the course office, a teachers' room and the classrooms. Meals are taken in the dining room, an eight-minute walk away. Facilities on site include a large hall, a swimming pool, a sports hall, an art block, two all-weather sports pitches, tennis courts and playing fields.

| 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

In Harrow School there are three two-week courses for 10–17 year old students. At the time of the inspection in Harrow there were three classes of mixed ability. The focus of the courses is to improve English, increase confidence, nurture inquisitive minds and develop presentation abilities through a focus on global skills.

## Management profile

The principal reports directly to the owner of the school. They are supported by an academic manager who works across the Pilgrims centres. Locally at each centre there is a course director, English facilitators and English facilitator programme staff.

## Accommodation profile

Accommodation is provided in one school house, and consists of predominantly single rooms with some doubles also available. There are shared bathrooms for students and separate designated staff facilities. Two common rooms are located on the ground floor and there is some enclosed outside space.

## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the provider's very clearly stated goals and values. However, publicity does not accurately or accessibly represent the programme on offer. The structure of the organisation is well established, communication is good and student administration is carried out efficiently and effectively. There is a need for improvement in *Publicity*.

### Premises and resources

The provision meets the section standard. The premises provide students and staff with a very comfortable, pleasant environment for work and relaxation. Suitable learning resources are available to teachers, but resources for students are inadequate.

### Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Course design is inconsistent, but satisfactory overall and learner management is effective. Teachers receive good support, and courses are managed to the benefit of students. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. The needs of the students for security, pastoral care, information and leisure activities are met. Students benefit from well-managed student services, including out-of-class activities and suitable accommodation.

### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in leisure activities and accommodation.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

| Strategic and quality management   | Met |
|--|-----|
| M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.   | Met |
| M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.   | Met |
| M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.  | 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.              | Met |
| 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.                   | Met |

### Comments

The goals and values of the organisation are made well known to all staff, students and parents. Organisational plans are comprehensive detailed and updated, and the school has a clear management structure. Effective communication channels include meetings and the use of an instant messaging app. In addition, there are appropriate channels of communication between the school and head office. Feedback is obtained from students at the start and end of their course, and return rates are high. Staff feedback is collected as courses progress, through reviews and meetings, and more formally at the end of courses. There are generally good systems in place for reviewing policies and procedures.

| <b>Staff management and development</b>   | Met     |
|---|---------|
| 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.   | Not met |
| M10 There are effective procedures for the recruitment and selection of all staff.  | Met     |
| M11 There are effective induction procedures for all staff.   | Met     |
| M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff. | Met     |
| M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.         | Met     |

#### **Comments**

Human resources policies and practices are appropriate and are effectively communicated to staff. Employees feel valued and supported. Job descriptions are up to date, but safeguarding responsibilities, including those of the designated safeguarding lead are not specified in them. Staff receive a thorough initial induction and ongoing support for their roles. Professional development mostly covers statutory training, although informal reviews and coaching are provided to staff. In addition, all staff and management receive a formal appraisal when courses conclude.

| <b>Student administration</b>   | Met     |
|---|---------|
| M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.   | Met     |
| M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.   | Met     |
| M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.  | Met     |
| M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff. | Met     |
| M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.   | Not met |
| M19 There is a clear and effective policy on student attendance and punctuality that is 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.  | Met     |
| M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.   | Met     |

#### **Comments**

Student administration is generally well managed. All staff are courteous and helpful to students, parents and their representatives. Enrolments are handled appropriately and efficiently, although emergency contact details do not include confirmation of the contact's ability to speak English. The conditions under which a student may be asked to leave the course are well communicated, as is the behaviour expected of students. The complaints procedure is clear, and complaints are dealt with and followed up appropriately.

| <b>Publicity</b>   | Need for improvement |
|--|----------------------|
| 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.  | Not met              |
| M24 Publicity gives clear, accurate and easy-to-find information on the courses.   | Not met              |
| M25 Publicity includes clear, accurate and easy-to-find information on costs.  | Met                  |
| M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.                    | Not met              |
| M27 Publicity gives an accurate description of any accommodation offered.  | Not met              |
| M28 Descriptions of staff qualifications are accurate.   | Met                  |
| M29 Claims to accreditation are in line with Scheme requirements.  | Met                  |

## Comments

Publicity includes a website and a brochure, and social media presence. The website is considered to be the main source of publicity.

While publicity is mostly accurate, there are some misleading historical claims which have not been updated. Publicity is generally written in accurate English, although some parts of the website and brochure are not accessible to speakers of English at B1 level. While there is a lot of information about the philosophy of the programme, the course description is not sufficiently detailed or practical and does not include the number of taught hours. Course fees and any additional costs are clear. The publicity does not make clear the level of care and support given to students and does not sufficiently describe the accommodation offered. Staff experience and qualifications are accurately portrayed, and accreditation claims are in line with Scheme requirements.

## 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

Premises are generally in a very good state of repair. Classrooms provide highly suitable learning spaces for the courses being run, and sports and leisure facilities are excellent. Students can relax in common rooms in the school buildings and communal areas in their residence, and there is ample space for staff to work and relax.

| 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.  | Not 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.  | Not met |

## Comments

There are insufficient learning resources for students, and an over reliance on staff's own resources. Teachers' resources are adequately stocked and organised. Educational technology is suitable and well maintained, and staff are trained in its use. There is no formal policy or procedure in place for the review and development of teaching and learning resources.

## 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     |
| <b>Comments</b>   |         |
| The school benefits from highly-experienced and qualified managers and an appropriately experienced teaching staff. One teacher who was working during the week of the inspection did not have a Level 6 qualification. A rationale was provided for them, and accepted on the basis of their engagement with post-school learning and relevant life experience.  |         |
| <b>Academic management</b>  |         |
| 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.  | N/a     |
| 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.   | Met     |
| <b>Comments</b>   |         |
| Timetabling procedures are effective, as are cover arrangements. Teachers generally receive good day-to-day support from academic managers and colleagues. Formal observations are conducted, which are followed by helpful, constructive feedback, given when appropriate.   |         |
| <b>Course design and implementation</b>   |         |
| T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.  | Not met |
| T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.   | Met     |
| T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.   | Not met |
| T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.  | Met     |
| T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.  | 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     |
| <b>Comments</b>   |         |
| While the academic manager can explain and justify the course design coherently, there is not sufficient written guidance for teachers. Courses are reviewed effectively in light of students' needs. Written course outlines are not made available to students. Students' language skills are developed through a range of lesson types including a morning meeting, project classes and through the leisure programme. There is a strong focus on study skills, such as the systematic use of diaries and the development of critical thinking skills. |         |
| <b>Learner management</b>   |         |
| 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  | Met     |

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|---|---------|
| training best suited to their needs and interests.  |         |
| T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians. | Not met |
| T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.               | Met     |

#### Comments

There is a thorough initial placement procedure that involves all academic staff members and measures a range of skills and linguistic competencies. Students are monitored regularly, and self reflection is integral to courses. There are appropriate levels of student support and advice provided by teachers and the management team. The description of the course and the criteria used for reporting on students' performance in academic reports are not reflective of the learning outcomes of the course.

#### Classroom observation record

|                                |                         |
|--------------------------------|-------------------------|
| Number of teachers seen        | 3                       |
| Number of observations         | 3                       |
| Parts of programme(s) observed | General English classes |

#### Comments

All teachers working during the week of the inspection, including the academic manager, were observed by one inspector.

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|---|-----|
| <b>Teaching: classroom observation</b>  | 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.   | Met |
| T28 Students receive appropriate and timely feedback on their performance during the lesson.  | Met |
| T29 Lessons include activities to evaluate whether learning is taking place.  | Met |
| T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.  | Met |

#### Comments

T23 Teachers provided clear, relevant, concise and memorable explanations of language, and the models given were accurate and appropriate. Occasionally, there were missed opportunities to highlight and draw students' attention to new language.

T24 All plans included a class profile which identified general needs and characteristics of the classes. Topics and materials selected were appropriate for the profile of the students.

T25 Learning outcomes were stated clearly in plans, and lessons were appropriately staged to meet those outcomes; however, they were not consistently shared or reviewed with students.

T26 A range of techniques was observed, and teachers were confident in their use of nomination, elicitation, and questioning.

T27 A wide range of resources was used to good effect, including technology, realia and manipulatives, as well as the use of the classroom as a resource, and the creative placement of the classroom furniture.

T28 Monitoring was integral to classes, and feedback was given focusing on the students' understanding of and engagement with a task. However, there were some missed opportunities for the correction of spoken language.

T29 Students were given ample opportunities to reflect on their learning and to evaluate what learning had taken place. In addition, work covered previously was referred to by teachers in order to evaluate and consolidate prior learning.

T30 There was a very good balance of student talking time and teacher talking time. Instructions were very clear and well checked by teachers. There was a positive learning atmosphere, and in general, classrooms were well managed with smooth transitions and high levels of cooperation from students.

### Classroom observation summary

The teaching observed ranged from excellent to satisfactory against the criteria with the majority being good or better. Lessons were well planned and based on student needs, although learning outcomes might have been made more specific to students and shared with them. Teachers used a good range of techniques with confidence, employed resources very effectively and checked that learning was taking place. There was a positive learning atmosphere in all of the segments observed. The teaching observed met the requirements of the Scheme.

### Welfare and student services

| Care of students   | Met     |
|--|---------|
| W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.   | Not met |
| W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.  | Met     |
| W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems. | Met     |
| W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.  | Met     |
| W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.   | Met     |
| W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.           | Met     |
| W7 Students receive advice on relevant aspects of life in the UK.  | Met     |
| W8 Students have access to adequate health care provision.   | Met     |

### Comments

A range of measures is in place to ensure the safety of students on the premises, including an appropriate emergency plan. All staff members receive first-aid training. However premises risk assessments are from the host institution and have not been undertaken independently. All staff showed high levels of commitment to, and involvement with, student welfare and pastoral care. Students know that they are able to approach any staff member if they have a problem; this information is widely communicated and reinforced at induction and in student handbooks. Similarly, all relevant information is made known to students and their parents in a range of ways, prior to as well as on arrival. There is good health care provision at Harrow, including a resident nurse.

| 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.  | Met |
| W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.  | Met |
| W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services. | Met |
| W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.                           | Met |



| <b>Comments</b>   |     |
|---|-----|
| The Harrow accommodation, which is very close to the other areas in use by Pilgrims, is well organised with boys and girls accommodated on the first and second floors respectively. There are two staff members on each floor and additional staff in ground floor rooms. The common rooms on the ground floor provide useful space for relaxing and some indoor activities as required. Any issues with rooms are dealt with through normal feedback channels and Harrow school have a responsive maintenance team. Arrangements for cleaning and laundry are clear and appropriate |     |
| <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 |
| <b>Comments</b>   |     |
| 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 |
| <b>Comments</b>   |     |
| None.   |     |
| <b>Leisure opportunities</b>  |     |
| 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.   | Met |
| W25 Any leisure programmes are well organised and sufficiently resourced.   | Met |
| W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.   | Met |
| W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.  | Met |
| <b>Comments</b>   |     |
| A wide range of activities and excursions is available, and students choose their preferred activity and sign up for it each day. The programme is well organised and appropriately resourced, and it is able to be flexible and responsive to feedback and preferences, to ensure that everything is closely geared to students' interests and ages. There are clear procedures for risk assessment, and staff are encouraged to lead activities according to their interests and skills. All staff are first aid trained.   |     |

### **Safeguarding under 18s**

| <b>Safeguarding under 18s</b>   |         |
|---|---------|
| 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. | Not met |
| S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.  | Met     |
| 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   | Met     |

|   |     |
|---|-----|
| under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.  |     |
| S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.  | Met |
| S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.  | Met |
| S7 There are suitable arrangements for the accommodation of students.   | Met |
| S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students. | Met |

#### Comments

All students are under 18 and ages across the two centres range from eight to 17.

The safeguarding policy is clear and includes links to other organisational policies; however, it does not include procedures for handling delayed suitability checks. The principal is the DSL for both centres, with course directors as deputy DSLs in each of the centres, but this responsibility is not included in the relevant job descriptions (see M9). All staff undertake basic awareness training. The DSL and deputy DSLs are all trained to the appropriate level. Safer recruitment procedures form part of the safeguarding policy, and there were two references on file for all staff members as well as records of completed suitability checks. There are good arrangements for supervision at all times and systems for obtaining and recording parental consent are clear and thorough. Accommodation is suitable and well managed.

#### 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  | 2006          |
| Last full inspection  | 2016          |
| 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 | N/a           |
| Other related accredited schools/centres/affiliates                                 | N/a           |
| Other related non-accredited schools/centres/affiliates                             | N/a           |

#### Private sector

|                                |  |
|--------------------------------|--|
| Date of foundation             | 1974   |
| Ownership                      | Name of company: Instill Education Ltd<br>Company number: 01293463 |
| Other accreditation/inspection | N/a  |

**Premises profile**

|  |                                      |
|--|--------------------------------------|
| Address of Head Office (HO)  | 90 Banbury Road, Oxford OX2 6JT      |
| Name and location of centres offering ELT at the time of the inspection but not visited                            | None                                 |
| Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited | Bradfield College, Bradfield RG7 6AU |

**DATA ON CENTRES VISITED**

|                          |               |
|--------------------------|---------------|
| <b>1. Name of centre</b> | Harrow School |
| <b>2. Name of centre</b> |               |
| <b>3. Name of centre</b> |               |
| <b>4. Name of centre</b> |               |
| <b>5. Name of centre</b> |               |

| <b>Student profile</b>                    | <b>Totals at inspection: centres visited</b> |  |  |  |  |
|---|--|--|--|--|--|
| Centres                                   | 1  |  |  |  |  |
| <b>ELT/ESOL students</b>                  | <b>At inspection</b>                         |  |  |  |  |
| 18 years and over                         | 0  |  |  |  |  |
| 17 years and under                        | 20   |  |  |  |  |
| <b>Overall total</b>                      | <b>20</b>                                    |  |  |  |  |
| U18 programmes: advertised minimum age(s) | 10   |  |  |  |  |
| U18 programmes: advertised maximum age(s) | 17   |  |  |  |  |
| Predominant nationalities                 | Chinese                                      |  |  |  |  |

| <b>Staff profile at centres visited</b>                                | <b>At inspection</b> |   |   |   |   |
|--|----------------------|---|---|---|---|
| Centres  | 1                    | 2 | 3 | 4 | 5 |
| Total number of teachers and academic managers on eligible ELT courses | 3                    |   |   |   |   |
| Total number of activity managers and staff                            | 2                    |   |   |   |   |
| Total number of management (non-academic) and administrative staff     | 2                    |   |   |   |   |
| Total number of support staff  | 0                    |   |   |   |   |

**Academic manager qualifications profile at centres visited**

| <b>Profile in week of inspection: at centres visited</b>                      | <b>Total number of academic managers</b> |   |   |   |   |
|---|--|---|---|---|---|
| Centres   | 1  | 2 | 3 | 4 | 5 |
| TEFLQ qualification and 3 years' relevant experience                          | 1  |   |   |   |   |
| Academic managers without TEFLQ qualification or 3 years' relevant experience | 0  |   |   |   |   |
| <b>Total</b>  | <b>1</b>                                 |   |   |   |   |

**Comments**

The academic manager was teaching 15 hours during the week of the inspection.

### Teacher qualifications profile at centres visited

| Profile in week of inspection at centres visited       | Total number of teachers |   |   |   |   |
|--|--------------------------|---|---|---|---|
|  | 1                        | 2 | 3 | 4 | 5 |
| Centres  | 1                        |   |   |   |   |
| TEFLQ qualification                                    | 0                        |   |   |   |   |
| TEFLI qualification                                    | 2                        |   |   |   |   |
| Holding specialist qualifications only (specify)       | 0                        |   |   |   |   |
| YL initiated   | 0                        |   |   |   |   |
| Qualified teacher status only (QTS)                    | 0                        |   |   |   |   |
| Teachers without appropriate ELT/TESOL qualifications. | 0                        |   |   |   |   |
| <b>Total</b>   | <b>2</b>                 |   |   |   |   |

### Comments

None.

### Accommodation profile

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

| <i>Arranged by provider/agency</i>                            | Adults |   |   |   |   | Under 18s |   |   |   |   |
|---|--------|---|---|---|---|-----------|---|---|---|---|
|   | 1      | 2 | 3 | 4 | 5 | 1         | 2 | 3 | 4 | 5 |
| Centres   |        |   |   |   |   |           |   |   |   |   |
| Homestay  | N/a    |   |   |   |   | 0         |   |   |   |   |
| Private home  | N/a    |   |   |   |   | 0         |   |   |   |   |
| Home tuition  | N/a    |   |   |   |   | 0         |   |   |   |   |
| Residential   | N/a    |   |   |   |   | 20        |   |   |   |   |
| Hotel/guesthouse  | N/a    |   |   |   |   | 0         |   |   |   |   |
| Independent self-catering e.g. flats, bedsits, student houses | N/a    |   |   |   |   | 0         |   |   |   |   |
| <i>Arranged by student/family/guardian</i>                    | Adults |   |   |   |   | Under 18s |   |   |   |   |
| Staying with own family                                       | N/a    |   |   |   |   | 0         |   |   |   |   |
| Staying in privately rented rooms/flats                       | N/a    |   |   |   |   | 0         |   |   |   |   |
|   | Adults |   |   |   |   | Under 18s |   |   |   |   |
| <b>Overall totals</b>   | N/a    |   |   |   |   | 20        |   |   |   |   |

| Centres                                 | 1  | 2 | 3 | 4 | 5 |
|---|----|---|---|---|---|
| <b>Overall total adults + under 18s</b> | 20 |   |   |   |   |