

Organisation name	Pilgrims Young Learners, HQ Oxford
Inspection date	12–14 July 2016

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 <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Recommendation

We recommend continued accreditation. However, documentary evidence should be submitted within six months to demonstrate that issues identified in care of under 18s have been addressed.

Summary statement

The British Council inspected and accredited Pilgrims Young Learners in July 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of 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 residential courses in general English for under 18s.

The inspection report noted a need for improvement in the areas of academic staff profile and care of under 18s.

Strengths were noted in the areas of premises and facilities, course design, accommodation, and leisure opportunities.

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

Organisation profile: multicentre

1. Collated data for whole organisation (including eligible centres not inspected)

Inspection history	Dates/details
First inspection	1983
Last full inspection	2012
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	Pilgrims Canterbury and other schools in the Instill Education group
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1974
Ownership	Instill Education Limited Company number 01293463
Other accreditation/inspection	N/a

Premises profile

Address of HQ	38 Binsey Lane, Oxford OX2 OEY
Addresses of centres offering ELT at the time of the inspection	Harrow School, 5 High Street, Harrow-on-the-Hill, Middlesex HA1 3HP Bradfield College, Bradfield, Berkshire RG7 6AU Malvern College, College Road, Malvern WR14 3DF Kent College, Pembury, Old Church Road, Tunbridge Wells TN2 4AX
Addresses of any additional centres not open or offering ELT at the time of the inspection	N/a
Profile of sites visited	<p>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. The Pilgrims senior students have their classes in a teaching block with a set of portable toilets outside. In the same building there is the course office, a teachers' room and a room for the programme staff. The junior students have their classes in a separate house five minutes' walk away, where there is also the course office, a common room and resources room. Meals are taken in the modern dining room, a five-minute walk away. The boarding houses are close by. Facilities include a large hall, a swimming pool, a sports hall, an art block, two all-weather courts, tennis courts and playing fields.</p> <p>Bradfield College is a co-educational independent school for boarding and day pupils set in a rural location about ten miles west of Reading. The college has a mix of old and modern buildings and is set in extensive grounds. The Pilgrims students have their classes in one of the classroom blocks and meals in the dining hall at one end of the site. There is a teachers' room close by. The boarding house, with course office and large student common room, is a five-minute walk across the site and up a hill. Facilities include two large halls used for morning meetings, a sports hall and indoor swimming pool, a room used for social activities such as discos, an all-weather pitch, tennis courts and playing fields.</p>

Student profile

	Collated totals at time of inspection: all centres	Collated totals in peak week: 11.07.16 all centres
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%

English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Pilgrims Young Learners run two-week junior courses for 8–13 year-olds and two-week senior courses for 14–17 year-olds in Bradfield College, Malvern College and Kent College. In Harrow School there are two three-week courses for juniors aged 10–13 and seniors aged 14–17.

At the time of the inspection in Harrow there were two classes for juniors and three classes for seniors; in Bradfield College there were four classes for juniors and four classes for seniors.

2. Data on centres visited

1. Name of centre	Harrow School
2. Name of centre	Bradfield College
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: these centres					Totals in peak week: these centres				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students, approximate percentage on ELT/ESOL courses	All	All				All	All			
ELT/ESOL students (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	0	0				0	0			
Full-time ELT (15+ hours per week) aged 16–17 years	7	8				7	8			
Full-time ELT (15+ hours per week) aged under 16	33	69				33	69			
Part-time ELT aged 18 years and over	0	0				0	0			
Part-time ELT aged 16–17 years	0	0				0	0			
Part-time ELT aged under 16 years	0	0				0	0			
Overall total of ELT/ESOL students shown above	40	77				40	77			
Minimum age	11	10				11	10			
Typical age range	10–16					10–16				
Typical length of stay (weeks)	3	2				3	2			
Predominant nationalities	Italian, Portuguese, French, Russian					Italian, Portuguese, French, Russian				

Staff profile	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Total number of teachers on eligible ELT courses	5	8				5	8			
Number teaching ELT under 10 hours/week	0	0				0	0			
Number teaching ELT 10–19 hours/week	5	8				5	8			
Number teaching ELT 20 hours and over/week	0	0				0	0			
Total number of administrative/ancillary staff	5	7				5	7			

Academic staff qualifications to teach ELT/TESOL					
Profile in week of inspection: at these centres					
Professional qualifications	Total number of teachers				
Diploma-level ELT/TESOL qualification (TEFLQ)	1	0			
Certificate-level ELT/TESOL qualification (TEFLI)	4	4			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	2			
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0	2			
Total	5	8			

These figures exclude the academic manager(s)

Comments

The academic managers in Bradfield and Harrow are both TEFLQ.

Accommodation profile

Numbers at time of inspection: at these centres										
Types of accommodation	Adults					Under 18s				
Arranged by provider/agency										
Homestay	0	0				0	0			
Private home	0	0				0	0			
Home tuition	0	0				0	0			
Residential	0	0				40	77			
Hotel/guesthouse	0	0				0	0			
Independent self-catering e.g. flats, bedsits, student houses	0	0				0	0			
Arranged by student/family/guardian										
Staying with own family	0	0				0	0			
Staying in privately rented rooms/flats	0	0				0	0			
Overall totals adults/under 18s										
	0	0				40	77			

Centres	1	2	3	4	5
Overall total adults + under 18s	40	77			

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 is run by the principal and the head of recruitment, who are based at Sherbourne Priors, an OISE young learners' centre near Warwick. Both have worked for Pilgrims for fifteen years and have experience of being course directors. The principal was previously the director of training and worked outside the UK year round. In January 2015 he was appointed to the full-time post of principal and now, together with the head of recruitment, runs the year-round young learners' courses at Sherbourne Priors (separate accreditation); in summer he is responsible for the Pilgrims summer courses for young learners, in 2016 running in four centres. He and the head of recruitment are supported by a client services manager who handles enrolments, and an academic manager who returns to the UK to work every summer.

The organisation runs an integrated programme of learning with daily themes set by the evening activities and the excursion programme. Students enrol for complete two- or three-week courses, depending on the centre they choose. Many staff return every year to work in the centres as course directors, assistant course directors, teachers or programme staff (responsible for the leisure programme).

The centres at Harrow and Bradfield were not seen at the inspection in 2012 and so it was decided to visit them at this inspection. The visit to Bradfield was planned and the visit to Harrow was unannounced.

The inspection lasted three days. One day was spent in Bradfield and one day in Harrow. The head office was visited on day three. In both centres the inspectors talked to the course directors for juniors and seniors and the assistant course directors (responsible for the leisure programme). In Bradfield they talked to the academic manager and in Harrow they talked to the assistant course director (TEFL). All teachers were observed. Focus groups were held with junior and senior students, and with teachers. One inspector met the commercial director of each host college. One inspector visited the residential accommodation. At head office the inspectors talked to the principal, the head of recruitment, the client services manager and the academic manager with overall responsibility for the centres.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure is clear. The team at head office has worked together closely for a number of years and systems and procedures work well, thus providing effective leadership and continuity for the summer operation. There is a strong culture of promoting from within the organisation so course directors and assistant course directors benefit from having had experience in a variety of roles. Many of the staff return each year and in both Bradfield and Harrow the teams were close knit and supportive. Continuity arrangements are clear.

M3 Job descriptions are in place but there is nowhere any reference to safeguarding responsibilities. The principal is the designated safeguarding lead (DSL) but there is no reference to this in his job description.

M4 Communication is very good. There is regular contact between head office staff and the staff in the centres by means of visits, with additional support on arrivals days, and phone calls/email. In each centre there are regular daily meetings to update all staff, to exchange information and plan activities. Much communication is also informal as offices are shared. Staff said they felt well informed and valued the constructive working relationship with the head office management team.

M6 Some suitability checks on staff were pending at the time of the inspection. See C4. Some teaching qualifications had not been investigated thoroughly enough to determine whether they met the requirements of the Scheme.

M7 Induction procedures are good. Course directors and assistant course directors attend a conference in spring. All staff have a two-day induction which includes health and safety. Teachers have sessions to help them plan their courses. Staff spoke positively about the usefulness of their inductions. See also M9.

M9 The head of recruitment has done safer recruitment training. All staff participate in training during the induction: everyone had first aid training in 2016, as well as attending sessions on safeguarding and Prevent. Teachers went to workshops led by the academic management teams. During the courses further workshops are held. Teaching staff are offered part funding to upgrade their qualifications and the assistant course director (TEFL) in Harrow had completed his diploma-level qualification with this financial support.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 The client services manager at head office is responsible for enquiries, enrolments and transfers. Other members of the management are able to assist at busy periods.

M13 Student records sampled showed that all had details of next of kin or other designated emergency contact. See also C8.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M16 In the last inspection report the issue of adult staff at the centre inspected using the same bathroom facilities as the children was a point to be addressed. In the action plan provided for this inspection there was no response to the point and the issue remains in Harrow in 2016. See C7. With the further exception of the publicity text (see M22), all other points to be addressed had been dealt with.

M17 The organisation takes improvement of its operations seriously. Every year course directors' end-of-course reports and staff assessment forms, together with student feedback, inform the review of systems, processes and procedures undertaken by the management team in head office.

M18 Students complete a suitably simple initial feedback form and, at the end of the course, write their positive thoughts about their experience inside a large heart outlined on paper, and negative thoughts outside the heart. These are reviewed by the principal and action taken where appropriate.

M19 Staff complete a confidential feedback form at the end of the course; this is seen by course directors and the management team in head office. There was evidence of action having been taken.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

The organisation's main publicity medium is its website; there are social media pages and a printed brochure, also downloadable from the website.

M21 The website text is clear and written in accessible language. The text in the brochure is sometimes unnecessarily complex, and there are instances of spelling and punctuation errors.

M22 This criterion is met but the statement that 'Pilgrims teachers are with your child from breakfast to bedtime, teaching English in class, during meal times, activities, sports, trips and visits' is not true. This was a point to be addressed from the previous inspection. The text was amended immediately following the inspection and 'teachers' replaced by 'staff', which is accurate. Otherwise the website has clear descriptions and pictures of the centres, which reflect the student experience well.

M24 The minimum age and maximum age for the courses are not on the website. This was corrected during the inspection and is no longer a point to be addressed.

M28 There is no mention of staff qualifications in the publicity materials.

M29 The Accreditation Scheme mark is not used in the publicity materials.

Management summary

The provision meets the section standard. The management structure is clear and communication is very good. Induction procedures are thorough and training for all staff is in place. Student administration is efficient. Feedback is collected and systems and processes are reviewed every year. Publicity is clear and accurate; two issues were addressed promptly. Job descriptions and some aspects of recruitment procedures need attention.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The premises at both Bradfield and Harrow provide a comfortable environment for the children and staff. There is ample space for the children outside class time, both indoors in common rooms and outdoors in the well-maintained grounds. Office space is appropriate. The portable toilets outside the senior teaching block at Harrow are needed because there are no toilets inside but it is awkward for the children to have to go outside, especially in wet weather.

R2 The premises in both centres are very clean and well maintained, both inside and outside.

R3 The classrooms in both centres are spacious and quiet, and seat the maximum class size very comfortably. All classrooms have natural light and furniture can easily be moved to accommodate different group sizes and activities.

R4 In both centres the children are well provided with facilities for relaxation. There are spacious common rooms with comfortable seating, television and games tables, and extensive gardens and grounds to relax in when the weather is good. The dining room in Harrow is particularly spacious. As well as full board, juice and biscuits, and cocoa in the evenings, are provided. See also W15.

R6 In both centres staff mix with the children outside class and share common spaces with them. Teachers have a spacious room in each centre.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

R7 Courses are not based on coursebooks but on materials selected by the teachers. Many of these materials are written by the teachers in order to be relevant to particular groups and to be up to date; materials are stored online and can be accessed by all teachers. There is a strong ethos of sharing creative ideas and materials. Each teachers' room also has an appropriate stock of published materials, including photocopiable materials. A list of useful learning websites is available, including those where up-to-date video clips can be accessed.

R9 There are interactive whiteboards (IWBs) in every classroom in both centres. In both centres students have access to computer rooms and there is Wi-Fi throughout both centres.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. Both centres provide a comfortable and appropriate environment for both students and staff. Learning resources support and enhance the studies of students enrolled on the summer courses. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T1 Two of the teachers at Bradfield do not have a Level six qualification. The rationales provided were not accepted as there was no evidence that either teacher had engaged with any post-school learning or had any other experience beyond relatively limited ELT teaching.

T2 Two of the teachers at Bradfield do not have ELT qualifications which meet the requirements of the Scheme.

T3 The rationales provided were not accepted. In the case of teacher A, part of the rationale relied on her references, but none were on file for her at the time of the inspection. See C4. Teacher B has some relevant ELT teaching experience but has no Level 6 qualification. See T1.

T4 The academic manager at Bradfield and the assistant course director (TEFL) at Harrow are both appropriately qualified and have relevant teaching experience.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 All but one teacher at Bradfield, and all teachers at Harrow, had previous experience of teaching in the centres

so were allocated levels and age groups based on their known experience and preferences.

T9 Students enrol for complete courses starting and ending on fixed dates.

T10 The organisation has a continuing professional development (CPD) policy which includes the offer of part funding to summer staff to upgrade their qualifications with Pilgrims. There was evidence in Harrow of the impact of a workshop on pronunciation teaching which took place during induction. Mid-course workshops were to take place in both centres based on teachers' requests, on aspects of teaching identified during observations or, in the case of Harrow, on any issues identified in feedback on teaching observed during the inspection. Teachers draw up weekly plans, which are checked by the academic manager. Teachers confirmed that daily support from their academic managers was excellent.

T11 In both centres teachers are observed at least once during their courses, and more often if further support is needed. In Bradfield, in week two of the course, all teachers had been observed and notes on file were seen to be constructive. In Harrow, in the first week of the course, two teachers had been observed, with the others to follow; observation notes on file were perceptive. The observation form has a section for teachers to complete following the feedback so that they draw up their own action points. Teachers confirmed that the observation process was a valuable one.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The courses are based on a model of integrated learning, which is clearly outlined in documentation for teachers. The theme of the day is set by the evening activity, and the morning lessons focus on the language (structures, functional language and vocabulary) that the children later practise in the afternoon and evening activities. Each teacher designs a two- or three-week programme of activity-based lessons around the topics set for their age group and level.

T14 At the morning meeting the children are introduced to the phrase of the day, which is linked to the topic they will work on and the evening activities they will prepare for. There is a 'Today' board and a weekly outline plan displayed in the centres.

T15 The children are encouraged to take responsibility for their own learning in a number of ways. They are given files in which to put the handouts they receive, and teachers were seen giving guidance on how to do this. In some classes children recycle language learnt by writing a diary using a template, monitored by the teacher. All the children contribute to the course magazine, which is printed and a copy given to each child to take home. The end-of-course report has a 'future focus' section with ideas for learning English after the course.

T16 The children are encouraged to use English all the time. This is made easier by the excellent mix of nationalities and the extent to which staff are with the children throughout the day. Language taught in class is practised during activities and excursions.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T17 Students have a speaking assessment shortly after they arrive, followed by a written test on the following morning. On their first day in class students discuss the content of the course with their teachers.

T21 Every student receives a report with grades for language proficiency based on the Common European Framework of Reference (CEFR) levels, as well as comments from the teacher and the course director on the

student's contribution and general behaviour.

Classroom observation record

Number of teachers seen	8 in Bradfield, 5 in Harrow
Number of observations	13
Parts of programme(s) observed	Morning general English classes
Comments	None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 All teachers were able to provide appropriate models of spoken and written English. There was evidence in some lessons of teachers' knowledge of phonological systems being used to good effect with attention focused on improving the children's pronunciation; in some lessons there was no evidence of such knowledge with little or no work on pronunciation.

T24 The content of lesson plans related closely to the course objectives, with clear links to the activities and excursions. In most plans the needs of the children had been taken into account. Student profiles were mostly detailed and perceptive, although some were very general.

T25 Most teachers wrote the lesson aims on the whiteboard, and some referred to them. Almost all lessons included a good variety of creative activities with realistic timings; in one the sequence was disjointed and the set of tasks lacked cohesion.

T26 A good range of techniques was seen. All teachers used nomination well and most elicited meaning, although some teachers relied on asking for definitions, which the children found difficult to respond to. Most teachers prompted the children appropriately and checked meaning; communicative tasks were set up well and instructions sometimes checked.

T27 Most teachers managed their classrooms well, arranging furniture to promote opportunities for the children to interact and practise language; in some lessons they were encouraged to move around. However, in some lessons no attention had been paid to the classroom layout so the children found group and pair work difficult. Some good whiteboard work was seen, with helpful information written up when recording new vocabulary; a few teachers were seen using the IVBs to good effect. In some lessons whiteboard work was unplanned with new words written up in a random fashion. Some good teacher-produced handouts were used, and video clips introduced for variety. In some instances instructions were not clear and not checked, so the activity broke down. Sometimes poor voice production on the part of the teacher meant that the children were not energised.

T28 Most teachers monitored activities well and there was some correction of spoken language; some teachers encouraged self correction, including during writing phases. Teachers gave positive feedback to encourage everyone to contribute. In most lessons there were missed opportunities for correcting pronunciation.

T29 In most lessons activities led to tasks being completed, with teachers evaluating the success of what the children had achieved. In some lessons the children were given tasks, such as quizzes or crosswords, to show that new language had been learnt. In some weaker segments learning outcomes were not clear so it was not evident to what extent learning was taking place.

T30 Although in one segment the children were not engaged because the activities were of no obvious relevance to their needs or interests, in all other lessons children were involved and engaged. Creative ways of encouraging student interaction were seen, lesson content and tasks were personalised and in most lessons observed there was excellent rapport between the children and their teachers.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to very good, with the majority of lesson segments being satisfactory; one lesson segment was judged to be unsatisfactory. Teachers' knowledge of the language was generally sound. The content of lesson plans was linked closely to the course objectives and plans included a range of often creative tasks and activities. Teachers generally managed their classrooms well and used a range of resources and teaching techniques. Monitoring of activities was done well and the children were, in almost all lessons, engaged and interacting well with each other. There was insufficient attention to teaching and correcting pronunciation, and some whiteboard work was unsatisfactory.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Most teachers have appropriate qualifications and are given good support to ensure their teaching meets the needs of their students. Course design is well developed. Programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme. *Course design* is an area of strength. Two teachers in one centre do not have appropriate qualifications and the rationales provided were not accepted. There is a need for improvement in *Academic staff profile*.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 Excellent provision is made for the safety and security of students: risk assessments are up to date; premises are secured by key pad locks; staff and students wear identity lanyards. Fire drills are held regularly; inspectors were able to see the successful management of an unscheduled evacuation at Bradfield. There are school security staff on duty 24 hours a day at both centres. Both sites are open to public access, and the students have to cross roads to get from one part of the campus to another. However, at these times they are always accompanied by members of staff.

W2 Pastoral care is of a very high standard. All staff have a welfare role; students reported that they can turn to any member of staff for help. Any concerns about individual students are shared during team meetings.

W3 All students are allocated a pastoral carer: a member of staff whose room is in the same area of the residence. Each member of staff has special responsibility for six or seven students.

W4 The policies for dealing with abusive behaviour inform guidelines and practice appropriate for the age of the children. Staff are aware of the practical implications of the organisation's Prevent strategy. The school ethos puts emphasis on international friendship.

W6 All children are met at the airport and transferred by taxis in small groups with a member of staff.

W7 Appropriate and timely information is given before arrival, at induction and at morning meetings. There are attractive 'welcome magazines', and posters and displays give up-to-date information.

W8 Students (or their parents) are not informed about their rights regarding medical and dental treatment through the NHS. The terms and conditions note only that 'students should organise their own travel insurance to cover medical costs and repatriation costs in the case of an illness or accident'.

Accommodation profile

Comments on the accommodation seen by the inspectors

At Bradfield, staff and students were sharing one boarding house (Faulkners); the three-story building has a large common room on the ground floor and was segregated by age and gender into four areas. All rooms are ensuite and were occupied by one or two students. Students share with someone of a different nationality. Staff bedrooms are interspersed with those of students.

At Harrow, Pilgrims had the use of two houses, both of which accommodate boys during the Harrow school year. Both have spacious common rooms. The Grove was accommodating the senior and junior girls, in different areas. Rendalls was accommodating the boys, segregated by age, with senior boys on the ground floor and junior boys on the first floor. Students are in single rooms, or twin rooms with someone of a different nationality. Staff bedrooms are interspersed with those of students. In both houses the toilets and showers are in blocks. In the boys' house the main sanitary block is on the lower ground floor.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The standard of the facilities is excellent in Bradfield and satisfactory in Harrow. The rooms in both centres are of a good size and well furnished. In Harrow, in the boys' house, there are sufficient showers and toilets but the students have to go down one or two flights of stairs to reach the nearest toilets. Towels are not provided but this is made clear in the pre-arrival information and the students' laundry, including towels, is done regularly.

W10 The boarding houses to be used each year at the two centres are inspected and agreed by the principal. Risk assessments are conducted for their use by Pilgrims.

W11 Rooms and common areas are inspected daily by Pilgrims staff and any problems reported to the host school staff who take immediate action.

W14 Students' satisfaction with their accommodation is checked at an early stage and they can contact their pastoral carer (who is resident nearby) in the case of any problems. Changes are made immediately if the need arises.

W15 At both centres the students have full-board accommodation. Meals are well balanced, and of a high standard. There is a wide choice and students with special dietary requirements are catered for. At both centres, students reported that they liked the food.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 In both centres all rooms are cleaned daily.

W23 All staff undergo first aid training during induction and the security staff of the host schools have appropriate training. Arrangements are made for students to attend local doctors' surgeries if required. At Harrow, a school nurse holds regular surgery hours.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 The leisure programme is an integral part of the course. Information about the programme is conveyed via displays and posters and at the morning meetings. One excursion per week is entitled 'TEFL'; it is prepared for and followed up in class, with a focus on relevant language. There is a good variety of sports, arts and crafts, and popular social activities, with students able to sign up for their choice of afternoon activities.

W27 The leisure programme is well organised and generously resourced. Most activities are led by programme staff, but on the TEFL excursions the students are also accompanied by their teachers. At both centres, there are indoor spaces for wet weather activities.

W28 There is a systematic approach to updating risk assessments for every event and venue. All staff receive first aid training during induction.

W29 Qualified life guards are employed by the host schools.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are very well met. *Accommodation* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments					
<p>All students are under the age of 18. At Bradfield the minimum age is eight and at Harrow it is ten.</p> <p>C1 There is a safeguarding policy which has been drawn up for all the schools within Instill Education. A central person, based in Oxford, is named as the group designated safeguarding lead (DSL). The principal, based in Sherbourne Priors, is the DSL for all Pilgrims young learner centres. The policy has not been adapted for use within the specific context of the Pilgrims centres; for example, the relevant LADOs are not noted. There is nobody within the centres who has more than basic awareness training and can act as the DSL on site.</p> <p>C2 The policy is made known to all members of staff during induction and they are all required to take an online basic awareness training course. The directors receive additional information about the policy at their annual conference.</p> <p>C3 There is clear and detailed information about the level of care and support given to the children in the publicity and pre-enrolment documentation. For example, the registration form, under the heading of <i>Permissions</i>, gives the parents the opportunity to give permission for medical treatment or withhold their permission for their child to be unsupervised during shopping trips. However, it is not certain whether all parents receive this information as many of the registration forms are signed by agents.</p> <p>C4 The organisation has suitable policies and the person responsible for recruitment has received training in safer recruitment. However, at the time of the inspection not all members of staff had appropriate suitability checks; some were being processed. Risk assessments had been drawn up for the employment of such people but it is not clear how the recommended policy of restricting access to children could work in practice. For a number of staff only one reference was on record and for a recently recruited teacher there were no references on file.</p> <p>C5 Good arrangements are made for the supervision and safety of students during scheduled activities. There is a high ratio of staff to students. Programme staff are well trained and managed. There are specific leisure programmes for the different age ranges.</p> <p>C6 The children are supervised at all times. Those on the junior courses are always accompanied on activities and excursions. Students on the senior courses can only have time for shopping without the direct supervision of staff for short periods with the specific permission of their parents/guardians.</p> <p>C7 Arrangements are generally suitable. The children are never allowed in their residential houses without staff present. There is a good ratio of students and staff during the night and students are well supervised at all times. However, in the accommodation used by the junior girls at Harrow, the children were sharing bathroom facilities (blocks of showers, wash basins and toilets) with the adult members of staff. When made aware of the unsuitability of this arrangement the course director suggested that staff could use separate facilities within the house.</p> <p>C8 The course directors receive information about the children from the client services manager, including an emergency contact number. This is sometimes that of the agent and in two instances on the junior course at Harrow that of the parents' personal assistant. The parents'/guardians' telephone numbers are obtained from the children on arrival and entered on their pocket money form.</p>					

Care of under 18s summary

The provision just meets the section standard. In general, 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. In particular, the children are very well supervised and cared for at all times. The safeguarding policy of the company is comprehensive but needs to be adapted to better suit the context of these courses, including the requirement for at least one person at each centre to be trained to advanced level. Recruitment policies need to be implemented more rigorously. It would be more appropriate for the course directors to have the parents' contact details, perhaps in addition to those of their representative, before the children arrive. Also, the organisation should ensure that the parents' signatures are obtained on the permissions section of the registration form. There is a need for improvement in *Care of under 18s*.

