Inspection report

Organisation name	Ratcliffe College, Leicestershire
Inspection date	24–25 February 2026, **13 July 2026**

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Ratcliffe College in February **and July** 2026. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

The English language teaching department of this independent school offers courses in general and academic English for students aged 18 and under.

Strengths were noted in the areas of strategic and quality management, student administration, premises and facilities, **learning resources,** learner management, care of students, accommodation, leisure opportunities and safeguarding under 18s.

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

Introduction

Ratcliffe College is a co-educational Catholic independent boarding and day school situated near the village of Ratcliffe on the Wreake, Leicestershire, approximately seven miles from the city of Leicester. Established in 1847, the College caters for students aged 3–18, with residential boarding provision available from the age of 10. The College also accepts students from the age of nine onto its summer programmes.
A key part of the curriculum is the provision of English as an Additional Language (EAL) lessons, which are integrated into the Key Stage 3, GCSE and A-level programmes. These lessons are available to international students aged 11 and over whose first language is not English. Since the last full inspection in 2022, the EAL unit has relocated to a new English centre, officially opened in September 2023, providing the department with its own dedicated classroom and accessible facilities. The College launched an international summer school in 2024.

Since the last inspection, the College has continued to grow and now has more than 930 students on roll. A new SEND centre, nursery provision and accommodation block are due to open in September 2026.
The inspection took one and a half days. Meetings were held with the headmaster, the senior deputy headmaster (SDH), the EAL co-ordinator (EALC), the head of marketing and admissions, the estates manager, the admissions and UKVI compliance manager, the deputy head pastoral, the assistant head academic, the director of safeguarding, the assistant head boarding, and the girls' senior housemistress. Both teachers timetabled during the inspection were observed by each inspector. Focus group meetings were held with students and teachers. One inspector carried out a tour of the residential accommodation.
The supplementary inspection took place over one day and was carried out by two inspectors. The inspectors had meetings with the SDH, the EALC, short course coordinator (SCC), activities coordinator, pastoral lead, marketing manager and the head of people management. Focus group meetings were held with a group of students. and a group of teachers.

Address of main site/head office

Fosse Way, Ratcliffe on the Wreake, Leicestershire, LE7 4SG, UK

Description of sites visited/observed

Ratcliffe College is situated on a 200-acre campus approximately seven miles from the city of Leicester. The site incorporates a range of facilities, including a dedicated English and EAL building, a self-contained Sixth Form centre, a chapel, a library, a conference room, medical centres, and a main refectory with adjoining kitchen. Separate blocks are provided for boys' and girls' boarding accommodation. The campus also features a comprehensive range of academic and sporting facilities. Separate departmental buildings house English, science, theatre, media, music, mathematics, languages and geography. Sporting provision includes a sports hall, tennis and netball courts, two all-weather pitches, a fitness suite and a swimming pool, all set within landscaped grounds.

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

Comments

EAL courses for international students are run alongside the Key Stage 3, GCSE and A-level programmes offered by the College. EAL lessons are generally timetabled at the same time as modern languages lessons. At the time of the inspection, a total of 37 students aged between 12 and 19 were enrolled on EAL courses. The College hosts three immersion courses during the academic year, each offering two to four weeks of intensive English classes. In addition, the College runs a four-week intensive summer school.

Management profile

The EALC is responsible for all aspects of the academic management of the EAL department, supported by the SDH and working in close collaboration with the English department. At the time of the inspection, the EALC was also teaching EAL alongside one other colleague. An alternative leadership structure is in place for the summer school.
The summer programme is managed by the SCC, who works closely with the SDH, who supports operations and structure, and the EALC, who oversees the academic programme. The deputy head (pastoral) and the head of safeguarding from the mainstream school provide support to the summer programme teams. The leisure programme is managed by the activities coordinator.

Accommodation profile

Accommodation is provided in secure boys' and girls' boarding houses above the main school building. A range of rooms is available, including some singles, which are mostly allocated to sixth formers, as well as double and triple rooms. All rooms have a wardrobe, a chest of drawers and desks. A range of shared bathroom facilities is available in each house, including enclosed shower and toilet cubicles. In addition to bedrooms, there are common rooms, study rooms and kitchens with seating areas. Each house has a senior staff office and a staff bedroom for overnight security.

Summary of inspection findings

Management
The provision meets the section standard and exceeds it in some respects. The management of the provision clearly operates to the benefit of the students and in accordance with the provider's very clearly stated goals and values. Publicity is accurate and meets the requirements of the Scheme overall. The structure of the organisation is well established, communication is very good, and student administration is carried out very efficiently and effectively. *Strategic and quality management* and *Student administration* are areas of strength.

Premises and resources
The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable, pleasant 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 students and staff where needed. Premises and facilities **and Learning resources are** areas of strength.

Teaching and learning
The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the context. Course design is effective and teachers receive good support. There are highly effective mechanisms ensuring that the academic management team maintains a clear overview of each student's learning needs and development. The teaching observed met the requirements of the Scheme. *Learner management* is an area of strength.

Welfare and student services
The provision meets the section standard and exceeds it in some respects. Students' safety and security are effectively prioritised and well managed and there are very good levels of pastoral care. Students are well informed and benefit from well-organised student services, including out-of-class activities and suitable accommodation. *Care of students*, *Accommodation,* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s
The provision meets the section standard and exceeds it in some respects. There is very good provision for the safeguarding of students under the age of 18 within the school as well as in leisure activities and accommodation. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance
The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength

M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 The statement of goals and values is integral to the working of the organisation and is clearly understood and articulated by staff, who demonstrate a strong awareness of its relevance to the current context of the school.
M2 The organisation's objectives are clearly documented, known and understood by relevant staff, and monitored and reviewed systematically to ensure that planning is effective and strategic.
M3 There is a clear and well-understood structure in place encompassing both whole-school and departmental levels. Staffing levels are sufficient to ensure effective training, cover and collaboration **both year-round and in the summer.**
M4 There is a strong culture of both formal and informal communication, ensuring that staff are well informed and engaged. A range of channels is used effectively, including departmental updates which are shared across the school.
M5 Students have a number of opportunities to provide feedback through student representatives, a variety of committees and tutorials. There are numerous examples of action taken in response to student feedback.
M7 The quality review cycle is comprehensive and incorporates multiple sources of evidence and data, including student progression outcomes. The school takes a rigorous approach to self-evaluation against the Accreditation UK criteria, as well as those of other accrediting bodies.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M8 Human resources policies and practices are comprehensive and made known to all staff, ensuring a supportive working environment in which staff feel valued.
M9 The EALC's job description has not been reviewed for four years, and there is limited evidence of review of other job descriptions sampled **for both year-round and summer roles.**
M10 Comprehensive measures are in place for all stages of the recruitment process, with clearly defined responsibilities. However, the review and follow-up of one of the references sampled was not carried out effectively **and some qualifications have not been signed and dated.**
M11 Induction procedures for all staff are thorough and comprehensive, incorporating a range of training and support sessions, clear guidance and documentation, and opportunities to shadow colleagues where appropriate.. **There is a comprehensive induction for all summer school staff.**
M12 The appraisal procedure for all staff is robust and supportive, linked to the school's overall objectives and to individuals' CPD needs.
M13 There is a structured and supportive approach to CPD through internal development programmes, mentoring and external training. All staff are engaged with CPD.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met

M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Strength

Comments

M14 All staff are trained to provide excellent customer service to students and parents. The school has a highly personalised approach, with management and staff who are friendly, accessible and focused on student and parent satisfaction.
M15 Pre-course information is delivered through documentation and a variety of opportunities to meet with school representatives, including the headmaster. Clear and comprehensive advice is offered to students from their first point of contact onwards.
M16 Enrolment procedures and records are clear, consistent and managed very efficiently. Student records, including records of visa status and associated letters, are meticulously kept.
M18 There is a clear and effective attendance and punctuality policy, which is known and understood by staff and students and is overseen by one of the deputy heads. A well-structured staged process is in place to encourage improvement in punctuality and attendance where needed.
M20 The complaints procedure is clear and comprehensive. Complaints are received, recorded and acted upon. All complaints are resolved, and the school maintains a record of lessons learned from each case.

Publicity	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	**Met**
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	**Met**
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	**Met**
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity consists of the school website, a number of brochures and flyers, and a social media presence. The website is the primary source of publicity.

All criteria in this area are met.

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

Comments

P1 Comprehensive and highly effective measures are in place to ensure the safety and security of students and visitors on the premises. Staff, students and visitors are very thoroughly briefed, fostering a strong whole-community culture of safety and awareness.
P2 The premises are impeccably maintained, with regular and thorough decorating and maintenance checks carried out throughout. They are spotlessly clean and provide an extremely comfortable and attractive environment in which students and staff can work and relax.
P3 The EAL classrooms are spacious and quiet, benefiting from excellent natural light, heating, ventilation and acoustics, and providing a highly suitable study environment.
P4 The premises provide a warm and welcoming environment for students, with several well-appointed common rooms and lounges offering comfortable seating, kitchen facilities, and a range of games and activities.
P5 Signage throughout the campus is clear, consistent and well presented, providing excellent guidance for visitors. Noticeboards and displays are visually attractive, informative and meticulously maintained, effectively reinforcing the ethos and principles of the school.
P6 There is ample and well-equipped space for staff to work, meet and relax, with comfortable seating and sufficient, well-organised workspaces provided throughout.

Learning resources	**Area of strength**
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	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.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	**Strength**
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
P9 There is an excellent range of well-maintained educational technology available in classrooms, supported by immediate on-site technical assistance and reliable Wi-Fi throughout the premises, which effectively underpins the school's bring-your-own-device strategy. **P10 Students have access to resources for independent learning, and a good range of information to guide and motivate them is available through daily staffed library sessions.**	

Teaching and learning

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

Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength

T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	**Met**
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Not met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met

Comments

T7 Induction is comprehensive, incorporating a full day for new teachers and a further full day for returning teachers. Ongoing support is provided throughout, including a well-structured buddying and mentoring system in which new teachers are paired with a more experienced colleague.

T8 While teachers receive excellent support from both the EAL department and the wider school teaching and learning team during the academic year, during the summer there is less day-to-day support from a suitably qualified academic lead.
T9 There is currently no provision for the EALC, who teaches a full timetable, to be observed by a TEFLQ observer.

Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Not met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

Comments

T11 While there is a scheme of work in place, it does not include intended learning outcomes, study and learning strategies or sufficient focus on academic language skills.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T16 Rigorous and regular progress and attainment tests are in place, clearly linked to CEFR standards. Reports are comprehensive, detailed and professionally presented.
T18 Staff are highly experienced and well trained to provide clear and comprehensive advice about examinations. The school also benefits from a dedicated careers team to support and advise students on higher education pathways.

Classroom observation record

Number of teachers seen	2/ **2**
Number of observations	4/ **2**
Parts of programme(s) observed	EAL programme **and summer school**

Comments

In the full inspection, both teachers were observed by each inspector. **During the supplementary inspection, each teacher was observed once.**

Teaching: classroom observation	Met

T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Strength
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength
Comments	
T19 In the majority of classes, examples and explanations were relevant, concise and memorable, with a clear indication of language use in context. T20 In all segments observed, the topics and materials selected were appropriate. There were good examples of activating students' prior knowledge and evidence of sensitivity to learners' pace of learning. T21 In all classes, learning outcomes were clear, made explicit, and consistently checked and reviewed. Lesson planning was coherent and included reference to learning from previous lessons. T22 Teachers utilised a range of effective techniques, including effective elicitation and questioning, nomination, instruction-giving and checking of understanding. T23 In general, teachers made competent and confident use of the learning resources available, including interactive whiteboards and coursebooks. There were good examples of effective dictionary use to support independent learning. T24 In most classes observed, teachers demonstrated principled and consistent error correction techniques, including the provision of positive feedback, and students received useful feedback on their performance during lessons. Occasionally, opportunities for correcting significant errors were missed. T25 Stronger segments incorporated reflection and activities linked to previous learning, with students able to demonstrate a clear awareness of what they had learned, what they needed to learn and how they might achieve this. T26 Teachers created a highly positive, supportive and personalised learning environment, demonstrating good voice projection and energy and giving very clear instructions, which ensured that students were engaged throughout.	

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Strength
Comments	
W1 In addition to comprehensive policies, plans and procedures, this whole area is the responsibility of senior managers. Appropriate drills and rehearsals regularly take place to prepare staff and students on how to respond to any emergency on or off-site. This was confirmed by both staff and students in focus groups.	

W2 There is a comprehensive and regular provision of tutorial support for all students. Boarders have additional opportunities for consultation, and any issues are formally logged by staff. Students' well-being is viewed as the key to academic success.
W3 There are clear policies in place to promote tolerance and respect, which support the ethos of the school. These are made clear to students via handbooks, the curriculum and appropriate visual displays throughout the site.
W6 Arrangements for health care are very good. In addition to appropriate arrangements with local services, a significant proportion of school staff are first-aid trained, and there is a school medical centre with staff on call overnight and at weekends.

Accommodation (W7–W18 as applicable)	Area of strength
All accommodation	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Strength
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength
Comments	
W8 There are excellent arrangements for laundry and cleaning. All areas are cleaned daily by the school's domestic team and a weekly laundry service is provided. Students can also put items in for laundry every day if they wish. W9 Accommodation is located on the school premisses and is checked daily by the cleaning staff with issues being reported immediately. There is a maintenance team permanently on site in order to deal with any issues that arise. Fire drills are regularly carried out in the boarding houses as these differ from conventional daytime evacuations. W11 Initial questionnaires include questions about accommodation and boarding tutors hold daily one-to-one meetings with all boarders. There are very thorough systems for recording feedback and all action taken is recorded in students' personal files. W13 Meals are carefully assessed to ensure that all dietary needs are being met, and the school is very responsive to student feedback. There is a food committee attended by both student representatives and the catering team, as well as suggestion boxes. Students are generally happy with the food provided and also have a number of self-catering and snack options.	

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
Homestay accommodation is not provided by the school.	

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
Homestay accommodation is not provided by the school.	

Leisure opportunities	Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength

W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength

Comments

W19 An extensive programme of sports and leisure activities is on offer including music and the arts. During the inspection 37 separate activities were available for students to sign up for. The extra-curricular programme is closely linked to the mainstream courses to ensure that the experience of studying in the UK is fully exploited.
W20 The range of activities is varied, with some being suitable for all ages, while others cater for specific year groups. All ages and interests are catered for, and if students want other activities, this is possible through consultation with the director of the co-curricular programme. Students of different ages were very positive about the leisure programme on offer.
W21 The director of co-curricular has overall responsibility for this area and almost all staff are involved in the programme in some capacity. All activities, events and clubs are very well organised and students are encouraged take an active part in what is available.
W22 There are detailed risk assessments for all on-site and off-site activities. There are general risk assessments which are applicable to a range of activities and more specific risk assessments, which are suitable only to the activity being undertaken. Each activity has a leader who is responsible for ensuring that a risk assessment for the activity has been prepared and is adhered to. There are trained first aiders in place across different areas of the school who accompany all trips.
W23 The school has its own specialist coaches and teachers for many activities and ensures that any external activities have additional trained staff where needed. For example, sporting activities are run by trained PE teachers and the Cadet Force is organised by adult volunteers with relevant experience.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
S7 There are suitable arrangements for the accommodation of students.	Strength
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

At the time of the inspection there were 37 EAL students at the school. 24 were under 18 and all accommodated in boarding houses. This period is also regarded as their peak time**. At the time of the supplementary inspection there were nine students all aged under 16. Eight were staying in the school's residence, and one was staying locally with parents/guardians.**

S1 The policy has clearly been written with input from appropriate areas of expertise. It is comprehensive and linked to other school policies and procedures. A full-time safeguarding officer has been appointed since the last

inspection and reports on a regular basis to governors as well as overseeing the safeguarding requirements of the whole school.
S2 All staff receive basic awareness training as a minimum. There is compulsory regular training for all staff, both teaching and non-teaching. Updates and guidance are also circulated to all staff on a regular basis. There is a named DSL and a number of DDSLs across the school. Senior staff with advanced level training are identified by green lanyards.
S4 Staff recruitment procedures are very strict and always in line with safer recruitment good practice. Rare exceptions are thoroughly risk assessed before any action is taken.
S5 Safety is a priority in the school, and supervision levels are very good. There is a good ratio of staff to students in all aspects of the provision, including well-qualified and experienced co-curricular supervisors.
S6 There are clear rules in the school and boarding houses, and these are reinforced through handbooks as well as in daily planners and regular student registration times during the day.
S7 Boarders are carefully supervised and there are always staff on duty. Sixth formers, some of whom may be 18, are in single rooms. There are thorough risk assessments and well-thought out, safe arrangements in boarding houses.

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

Inspection history	Dates/details
First inspection	March 2022
Last full inspection	March 2022
Subsequent checks/visits (if applicable)	October 2023
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	GCSE and A Level courses
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1847
Ownership	Name of company: Institute of Charity Company number: 05900743
Other accreditation/inspection	ISI

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	February/ **July**	January
Full-time ELT (15+ hours per week) 18 years and over	0 **/0**	0
Full-time ELT (15+ hours per week) aged 16–17 years	0 **/0**	0
Full-time ELT (15+ hours per week) aged under 16	0**/ 9**	0
Part-time ELT aged 18 years and over	13**/0**	13
Part-time ELT aged 16–17 years	12**/0**	31
Part-time ELT aged under 16 years	12**/0**	12
Overall total ELT/ESOL students shown above	**37/9**	**56**
Adult programmes: advertised minimum age	0	0
Adult programmes: typical age range	0	0
Adult programmes: typical length of stay	0	0
Adult programmes: predominant nationalities	0	0
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: typical length of stay	0	0
Junior programmes: predominant nationalities	0	0

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	2**/2**	2
Number teaching ELT 20 hours and over a week	1**/0**	
Number teaching ELT under 20 hours a week	1**/2**	
Number of academic managers for eligible ELT courses	2**/2**	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	40**/6**	
Total number of support staff	46**/12**	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	1/**2**
Academic managers without TEFLQ qualification or three years' relevant experience	1/**0**
Total	2/**2**
Comments	
EALC teaches a full timetable +2 lessons, +2 one-to-one lessons per fortnight EALC is overseen by SDH. **During the summer, EALC and SCC for the academic management team. Neither teaches classes.**	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	0/**0**
TEFLI qualification	0/**1**
ATEFL registered portfolio in progress	0/**0**
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0/**0**
Holding specialist qualifications only (for ESP/CLIL)	0/**0**
Alternative professional profile	1/**1**
Total	2/**2**

Comments
During the academic year, in addition to the EALC, there is one part-time member of staff who has experience teaching EAL and is receiving training, support and guidance.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
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	11 (18 and over)**/0**	24**/8**
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	2 (18 and over)**/0**	0**/1**
Staying in privately rented rooms/flats	0**/0**	0**/0**
Overall totals adults/under 18s	13 (18 and over)/**0**	24**/9**
Overall total adults + under 18s	37**/9**	

Items requiring early action
None.