BRITISH COUNCIL

Inspection report

Organisation name	Regent London
Inspection date	28–29 March 2017

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

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

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in C4 have been addressed.

Summary statement

The British Council inspected and accredited Regent London in March 2017. 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 school offers courses in general and professional English for adults (16+).

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

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

Organisation profile

Inspection history	Dates/details
First inspection	1984
Last full inspection	August 2013
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) at this centre	N/a
Other related accredited schools/centres/affiliates	Other schools in the Regent Language Training group in Bournemouth, Brighton, Cambridge, Edinburgh, Oxford; Regent Home Tuition and Regent Young Learners.
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	
Ownership	Name of company: Instill Education Ltd Company number: 01293463
Other accreditation/inspection	N/a

Premises profile

Address of main site	12 Buckingham Street, London WC2N 6DF
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	Regent London is located in a 300-year-old building (the former home of Samuel Pepys) in a quiet street in central London, close to Charing Cross Station, the Strand and Trafalgar Square. The building has six floors. The lower ground floor contains the teachers' room, resources room, study room and one classroom. The ground floor contains reception rooms, administrative offices, the Applied Learning Centre, a staff kitchen and one classroom. There are 19 classrooms in total on the first, second and third floors, including one used as a prayer room. The fourth floor contains the student lounge, a classroom and a small outdoor roof terrace. Several of the classrooms are used for one-to-one lessons. Toilets and storage rooms are located throughout the building. There is a lift to all floors.

Student profile	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	33	85
Full-time ELT (15+ hours per week) aged 16–17 years	3	5
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	6	10
Part-time ELT aged 16–17 years	0	5
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	**42**	**105**

Advertised minimum age	16	16
Actual minimum age	16	16
Advertised maximum age	N/a	N/a
Actual maximum age	N/a	N/a
Typical age range	22–50	17–50
Typical length of stay	2 weeks	2 weeks
Predominant nationalities	Turkish, Italian, French, Chinese, Russian	Italian, French, Polish, Russian
Number on PBS Tier 4 General student visas	N/a	N/a
Number on PBS Tier 4 child visas	N/a	N/a
Number on short-term study visas	28	40

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	14	18
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT 10–19 hours a week	10	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection

Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
Total	1

Comments

The academic manager was not timetabled to teach during the inspection.

Teacher qualifications profile

Profile in week of inspection

Professional qualifications	Number of teachers
TEFLQ qualification	4
TEFLI qualification	10
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	**14**

Comments

None.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☒	☒	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☒	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments
Most students study general English courses (English World) for 15, 25 or 30 hours per week. Examination preparation classes can be included in the English World course. Around ten per cent of the students study on executive courses (ClasSIX) for 25 or 30 hours per week. Students aged 16 and 17 are enrolled on adult courses. At the time of the inspection seven students were having either exclusively one-to-one lessons or combination courses with some individual lessons. The school also offers methodology and language improvement courses for language teachers at certain times of the year.

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	4	1
Private home	0	0
Home tuition	0	0
Residential	3	
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	2
Staying in privately rented rooms/flats	32	0
Overall totals adults/under 18s	39	3
Overall total adults + under 18s	**42**	

Introduction

Regent London was founded in 1964 and forms part of the Regent group of six year-round language schools in the UK. Schools in the group share the same mission statement and values, administrative database systems, general course types, publicity and sales and marketing approach.

Since the last inspection in 2013, the school has undergone major refurbishment; the façade has been repainted and cleaned; the interior of the building has been re-carpeted and re-decorated, rooms have been re-organised and an applied learning centre has been created.

The principal and office manager have remained in post since the last inspection. A new academic manager and a client services, welfare and accommodation officer were appointed in 2016.

During the two-day inspection, the two inspectors interviewed the principal, the academic manager, the office manager and the client services, welfare and accommodation officer. Focus groups were held with teachers, adult students and two students aged under 18. All the teachers timetabled during the inspection were observed. One of the inspectors visited two homestay hosts and a residence used by students.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 The items sampled were satisfactory.

Staff management

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

Comments
M2 The management structure is simple and clear. The principal is assisted by an academic manager, an office manager and the accommodation and welfare officer.
M4 Communication works well informally within the school. The senior management team all work in the same office and so are aware of each others' roles and tasks. There are regular meetings between principals and the group's general schools performance manager. Weekly, minuted teachers' meetings takes place, but there are no formal, minuted meetings between the school's management team. Staff reported that they were consulted and listened to by Regent London management but not by central management.
M5 The school has detailed HR policy documents, but at the beginning of the inspection these did not make clear the minimum TEFL qualifications' requirements for teaching posts. These documents were revised during the inspection.
M6 Copies of qualifications are on file, but references are not routinely followed up.
M7 Induction procedures are thorough. These involve the use of separate detailed checklists for administrative and teaching staff. Staff also have access to detailed staff and teacher handbooks.
M9 Extensive professional development activities are available to staff internally and through regional training. Meticulously maintained records outline the training received by both administrative and teaching staff. Some staff have been supported to upgrade their teaching qualifications.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☒	☒	
M11 Information on course choice	☐	☒	☐	☐	
M12 Enrolment procedures	☐	☒	☐	☐	

Criteria	Not met	Met	Strength	See comments	N/a
M13 Contact details	☐	☒	☐	☒	
M14 Student attendance policy	☐	☒	☒	☒	
M15 Students asked to leave course	☐	☒	☐	☒	

Comments

M10 There are sufficient staff to manage administrative workloads at all times of the year. Staff were praised by students for their helpfulness and courteousness.
M13 Contact details are collected effectively. Emergency contact details are printed out and taken home by the emergency phone holder.
M14 Student attendance is well monitored for under 18s and adult students. The school's attendance and punctuality policies are clearly outlined in the student handbook and the code of conduct signed by students. Under 18s must sign in at reception in both the morning and the afternoon and any absences are immediately followed up.
M15 The conditions and procedures under which a student may be asked to leave a course are in the student handbook and in the school's terms and conditions.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☐	☐
M17 Continuing improvement	☐	☒	☐	☐	
M18 Student feedback and action	☐	☒	☒	☒	☐
M19 Staff feedback and action	☐	☒	☐	☒	
M20 Complaints and action	☐	☒	☐	☒	☐

Comments

M18 Students complete initial feedback forms. Any issues are discussed with students and action is recorded on the form. Serious issues are recorded in the complaints book. End-of-course feedback is gathered via an online survey. Feedback is regularly reviewed in the school; positive comments, as well as any issues, are brought to the attention of teachers or relevant staff. A monthly summary of feedback is displayed on the staff noticeboard.
M19 Staff give feedback in meetings and appraisals. Leaving staff are asked to complete exit surveys which are sent direct to head office.
M20 The school's complaints policy is clearly outlined in the student handbook and on noticeboards.

Publicity

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

Comments

Publicity includes generic Regent Language Training brochures and websites with sections devoted to Regent London. A detailed school information pack is downloadable from the website. The website is translated into French, Italian and Spanish. The school also uses social media sites.
M21 Publicity is written in clear and accurate English, accessible to non-native speakers.
M23 There are course descriptions in the brochure and on the website that include aims, levels and sample timetables.

M24 Publicity gives accurate and easy-to-find information about times of lessons, minimum enrolment age and hours per week and maximum class size. General English courses of 15 and 25 hours (lessons are one hour long) are confusingly referred to as English World 22 and 33.

M28 Publicity comments made about examination preparation course teachers did not accurately reflect the experience of all staff teaching those lessons. These comments were removed during the inspection.

Management summary

The provision meets the section standard. The school is well managed. Appropriate systems are in place in the areas of student administration and quality assurance. The school's publicity accurately reflects the provision.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☒	☒	
R2 Condition of premises	☐	☒	☐	☐	
R3 Classrooms and learning areas	☐	☒	☒	☒	
R4 Student relaxation areas and food	☐	☒	☒	☒	☐
R5 Signage and display	☐	☒	☒	☒	☐
R6 Staffroom(s)	☐	☒	☒	☒	☐

Comments

R1 The premises can very comfortably accommodate the number of students and staff who currently use them. Both students and staff have different areas where they can study or relax.

R3 All of the classrooms are appropriately lit, heated and ventilated. As the school is on a quiet street, windows can be opened when required without any extraneous noise disturbance.

R4 Students can use the reception rooms on the ground floor and the student lounge on the fourth floor. This room has hot drinks, biscuits, a water cooler, comfortable chairs, computers and access to a small rooftop terrace. There are many food outlets within close walking distance of the school.

R5 There are visually attractive noticeboards around the school containing useful information about courses, exams and health and safety. Photo-galleries of staff are located at the bottom and the top of the building.

R6 Teachers can use a number of rooms on the lower ground floor including the teachers' room, a resources room and a study room. There is a fridge, water cooler and kettle in the teachers' room and a staff kitchen on the ground floor.

Learning resources

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

Comments

R7 The school has a very wide range of learning materials that are suitable for all types of courses taught. These resources are well organised for easy teacher access.

R8 Books are clearly allocated to different types of lessons and courses. Teachers can use a variety of methodology books. However, as mentioned in the last report, there are limited reference and methodology books specifically related to teaching one-to-one classes.

R9 Seven of the classrooms have computers and projectors or TV screens. These are serviced by IT staff at head office in Oxford. There is a large interactive whiteboard (IWB) available for use in the Applied Learning Centre (ALC) on the ground floor.

R10 The ALC and the student lounge contain a total of 14 computers through which students can access websites linked to course topics, exams and study advice.
R12 Although there is an annual budget for resources, there are no systematic procedures for reviewing and developing teaching and learning resources.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The learning resources and environment support the studies of students and offer an appropriate working environment for staff. *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)	☐	☒	N/a	☒	
T2 ELT/TESOL teacher qualifications	☒	☐	☐	☒	
T3 Rationales for teachers	☐	☒	N/a	☒	☐
T4 Profile of academic manager(s)	☐	☒	☐	☒	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

Comments

T1 One of the teachers does not have a Level 6 qualification. The rationale submitted is accepted within the context of this inspection. The teacher has a Level 5 qualification, relevant experience and has had extensive in-service training.
T2 One of the teachers has a TEFL qualification which does not meet all Scheme requirements.
T3 The rationale provided for the teacher referred to in T2 above is accepted within the context of this inspection. The teacher has relevant TEFL experience and followed an initial TEFL training programme with reasonable academic inputs and teaching practice, even though it did not fully meet Scheme requirements. There was good support from the academic manager.
T4 The academic manager is appropriately qualified and experienced. Before taking up his current role, he was the assistant academic manager in another Instill Education group school. The principal is also TEFLQ and has extensive academic management experience.

Academic management

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

Comments

T6 Teachers are matched to courses according to their experience and areas of expertise.
T8 Cover arrangements work well with morning or afternoon teachers being able to substitute for colleagues at other times of the day. The academic manager and the principal can both cover in emergencies.
T9 The school has a weekly teaching schedule and procedures for the integration of new students into existing classes.
T10 Teachers are well supported through in-service professional development sessions, regional training and external training. Online development resources are also available through a Regent website. Academic managers and teachers recently attended an educational leadership conference. Teachers stated that they were well supported by the academic manager.
T11 All of the teachers, who had been working for the school for some time, had been observed and had received constructive feedback comments.

Course design and implementation

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

Comments

T12 Courses are based on stated principles and the structure of them is clearly outlined in brochures and other documentation available to students and teachers. English World courses include lessons on skills training, accuracy in grammar, knowledge for a global community, language focus and confident spoken performance. Small group ClasSIX courses include lessons on task knowledge, active scenario, knowledge for the professional community, language focus and confident spoken performance. Examination preparation courses are well structured and individual tuition is based on student needs analyses. Teachers have topics and syllabuses for courses and links to appropriate materials.

T13 Most major decisions regarding course design are taken by the group's academic board. At the school level the academic manager is involved in making changes to the way courses are applied locally based on staff and student feedback.

T14 Students are made aware of course outlines and learning outcomes in the brochure, through documentation on noticeboards, in the student handbook, through weekly plans and learning outcomes written on whiteboards.

T15 The school overtly sets out to help students develop learning skills. Some classes, such as skills training, are designed to develop learning skills. Study and learning techniques are located in the student handbook, which also contains website study links. Coaching sessions with students help them to set their own learning objectives. Students were positive about the school's attempts to push them to learn more effectively.

T16 The school encourages students to develop their language skills outside the classroom through the social programme and language exchanges.

Learner management

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

Comments

T17 Most students complete an online multiple choice grammar test and a writing task before arrival. On arrival students are orally assessed. The oral interviews include questions regarding students' learning goals, weaknesses and an assessment of speaking proficiency. Levels are linked to the Common European Framework of Reference (CEFR). One-to-one students complete a needs analysis form.

T18 Student progress is well monitored through weekly progress tests and online monthly tests. Students are helped to set learning goals through weekly coaching sessions with teachers. Examination preparation students take regular mock tests.

T19 Students receive detailed examinations guidance through publicity, displays on noticeboards and through conversations with staff with experience as examiners and teachers with expert knowledge.

T21 Students receive certificates with a brief report that outlines the level they have reached in relation to CEFR levels. More detailed reports are provided on request.

Classroom observation record

Number of teachers seen	14
Number of observations	14

Parts of programme(s) observed	Different parts of the English World and ClasSIX courses in the morning and afternoon and a number of one-to-one lessons.
Comments	
None.	

Classroom observation

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

Comments

T23 Teachers displayed accurate models of both spoken and written English. Many teachers used the phonemic script appropriately. Some lexical explanations were imprecise.

T24 Teachers produced detailed class profiles that informed most lesson plans and strategies. Examination preparation and one-to-one classes were clearly relevant to the learning needs of learners. Solutions to anticipated problems were identified in most but not all lesson plans.

T25 Learning outcomes were shared with learners and noted on whiteboards. Most lessons followed a coherent sequence of activities. In a few lessons, however, aims were too general and lessons were poorly staged.
In one-to-one lessons, topics and activities were clearly linked to student needs.

T26 In many of the lessons observed, teachers used a good range of techniques including nomination, prompting, eliciting, use of visuals, mime and gestures. Appropriate use was made of group and pair work. In the weaker lesson segments stronger students were allowed to dominate student exchanges and group work was employed when pair work might have led to more students being involved in language production.

T27 Boardwork was effective in most lessons observed. Teachers zoned the board and highlighted target vocabulary through the use of columns and different colours. Some of the photocopied materials employed were inappropriate for the types of class they were used in.

T28 Many teachers made notes to use for delayed correction. Very little peer- or self-correction was observed.

T29 Some teachers used question and answer techniques and monitoring to check if learning had taken place. Many lesson plans, however, lacked clear signposting of when learning outcomes were going to be checked.

T30 There was a very good learning atmosphere in most of the lesson segments observed. Teachers graded their language appropriately. Lessons usually included relevant tasks and interaction patterns.

Classroom observation summary

The teaching observed met the requirements of the Scheme. A wide range was observed from excellent to just satisfactory with a small majority of segments observed being good or better. Lessons were generally well planned and took into account the needs of learners. In the better lesson segments, teachers used a good range of techniques and ensured that students were engaged in lessons. However, across the range of lesson segments observed, some weaknesses were observed in relation to almost all the criteria.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Most teachers are appropriately qualified and receive very good support to ensure their teaching meets the needs of students. Course design is appropriate. The teaching observed met the requirements of the Scheme. *Course design* and *Learner management* are areas of strength.

Welfare and student services

Care of students

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

Comments
W1 Staff in the school take the safety and security of the students seriously and all appropriate measures are in place. Entrance to the school is by a coded keypad and the administrative staff have their office by the front door. All necessary risk assessments are carried out and staff understand their responsibilities concerning building evacuation procedure and procedure during a major incident. Regular fire drills take place; first aid provision is satisfactory. Practical information about health and safety is presented clearly in the student handbook and at induction.

W2 Students are made aware of the availability of pastoral care in pre-arrival documentation and during the induction slide show. Photoboards placed in common areas display staff photos and name the staff responsible for welfare. Additional information is given to under 18s in pre-arrival documentation. A prayer room is available for religious observance.

W4 The procedure for dealing with abusive behaviour is clearly laid out in the student and staff handbooks. The school takes a positive approach to raising awareness of the policy by promoting diversity at induction and during plenary sessions.

W6 Clear and comprehensive transport and transfer information is provided in letters sent at the booking stage.

W7 Appropriate information is detailed in the student handbook. Under 18s receive additional information regarding personal safety and compliance with the law.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school provides its own homestay accommodation service and uses an agency to provide residential accommodation. Residential accommodation is in two large, centrally-located blocks of student accommodation, for over 18s only, arranged for the school through a third-party agency. Rooms can also be booked in a local hotel or in a serviced apartment on request. All accommodation is inspected by the school regularly.

During the inspection one inspector visited one of the residences and two homestays.

Accommodation: all types

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

W9 The two homestays and the residence inspected were of a very high standard and all elements of the criterion were met. The residence has recently been refurbished and offers a 24-hour gym and lounge/study areas to all students. Laundry is done for homestay students, while students in the residence use the laundrette on site. The homestay accommodation was clean, comfortable and welcoming, and very suitable for the professional students at the school.

W11 Accommodation is routinely inspected every two years and the recently appointed accommodation officer has visited all the accommodation offered since her appointment. A comprehensive pro-forma is used to record information including checks that fire risk assessments and Gas Safe certificates are in place.

W12 Accommodation registers are kept electronically and contain detailed information on hosts. Automatic reminders identify when safety checks are due.

W14 Initial feedback on accommodation is taken in the first week; any issues are addressed promptly and action taken is recorded on the feedback sheet. Students are told who to speak to about accommodation at their induction. Feedback on hosts is recorded in the accommodation registers.

Accommodation: homestay

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

Comments

W17 Rules, terms and conditions are presented clearly and accessibly in guidelines for hosts.

Accommodation: residential

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

Comments

W22 All common areas in the residences are kept clean by residence staff. Students are responsible for cleaning their own room unless they pay an additional fee for room cleaning.

Accommodation: other

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

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	☐	☒	☒	☒	
W27 Leisure programmes	☐	☒	☒	☒	☐
W28 Health and safety	☐	☒	☐	☐	☐

	Not met	Met	Strength	See comments	N/a
W29 Responsible person	☐	☒	☐	☐	☐

Comments

W26 Information on a varied leisure programme appropriate to the age and interests of the students is provided in publicity and on school noticeboards. Further information is given in the morning plenary sessions and popular activities are often recommended by students on longer courses.

W27 The programme is planned and organised by the management team and there is a good level of teacher involvement. Students and staff are encouraged to suggest activities and the location of the school enables students to take advantage of opportunities to attend local events.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of the students for security, pastoral care, information and leisure activities are met. Accommodation is comfortable and its management systems are very efficient. The leisure programme is well organised and varied, with a high level of involvement from teaching staff. *Accommodation* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☐	☒	☐
C2 Guidance and training	☐	☒	☐	☒	☐
C3 Publicity	☐	☒	☐	☒	☐
C4 Recruitment procedures	☒	☐	N/a	☒	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☐	☒	☐
C6 Safety and supervision outside scheduled lessons and activities	☐	☒	☐	☒	☐
C7 Accommodation	☐	☒	☐	☒	☐
C8 Contact arrangements	☐	☒	N/a	☐	☐

Comments

The school is primarily an adult environment although students aged 16 and 17 are accepted on courses. At the time of the inspection there were three students under 18 in the school.

C1 A safeguarding policy is in place and the principal is named as responsible for its implementation. The policy informs practices and documentation such as absence and lateness procedure, supervision and codes of conduct.

C2 Clear advice and guidance is provided in codes of conduct for staff and guides for hosts. All designated staff have received the appropriate training.

C3 Pre-arrival publicity and a letter of consent to travel give clear information on the level of supervision of under 18s.

C4 All adults in contact with under 18s receive a DBS check. However, references for staff and homestay hosts are not systematically followed up.

C5 Under 18s are identified in registers and all staff take responsibility for their supervision while they are in the school or taking part in leisure activities. Sufficient age-appropriate leisure activities are provided.

C6 Students, hosts and staff are made aware of rules and procedures. The parental consent form is in accessible English.

C7 Most under 18s stay with their own family but homestay accommodation is arranged for students on request. All hosts who offer accommodation to under 18s receive clear guidelines.

Care of under 18s summary

The provision meets the section standard. There is generally good provision for the safeguarding of students under the age of 18 within the organisation, although there is a need for references for staff to be followed up. The leisure programme offers well organised and appropriate activities with adequate supervision. Homestay accommodation is safe and secure.