

Organisation name	Severnvale Academy, Shrewsbury
Inspection date	10–11 April 2024

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 Severnvale Academy, Shrewsbury in April 2024. 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).

This private language school offers courses in general and professional English for adults (20+), for closed groups of under 18s, and vacation courses for under 18s.

Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, academic staff profile, care of students, accommodation, leisure opportunities, and safeguarding under 18s.

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

Introduction

Severnvale Academy is a well-established school. The two owners – the managing director (MD) and the principal, are closely involved with the day-to-day operations. The school runs courses year round for small groups of adults aged 20+. A vacation course is run in the summer for students aged 13–17 at the nearby Shrewsbury School, and courses for closed groups of under 18s are also offered. At the time of the inspection, a closed group of students aged 12–17 was being run at Shrewsbury School.

The inspection took place over two days, with two inspectors. Meetings were held with the MD and the principal. At the main school, inspectors spoke to the director of studies (DoS) for adults, the deputy director of studies (ADoS), the general manager, the admissions manager and a member of the housekeeping team; and at Shrewsbury School, the young learner course director, the director of studies for young learners, the head of residence, the excursion team leader, group leaders and representatives from the host school. All teachers timetabled to teach during the inspection were observed. Focus group meetings were held at both centres with students and with teachers. One inspector visited two homestays remotely, an adult residence, and the residential accommodation at Shrewsbury School.

Address of main site/head office

25 Claremont Hill, Shrewsbury SY1 1RD

Description of sites visited/observed

The year-round adult school is based in a period house in the centre of Shrewsbury. On the ground floor there is an entrance hall, a reception/office with workplaces for the management and administrative teams, two classrooms and a workspace. On the first floor there is a teachers' room, an academic office, a student lounge with coffee bar and a quiet room which can be used by students and staff. There are two classrooms and a library on the second floor. In the basement there are two self-access rooms and a prayer room. There are toilets on every floor, except the basement. Outside there is a terrace and rear garden with seating and a covered area for smokers. There is space for parking.

The junior programmes are based at Shrewsbury School (Ashton Road, Shrewsbury SY3 7BA). During the time of the inspection, Severnvale Academy had the use of four classrooms positioned around a central atrium with theatre-style seating. There are additional student relaxation areas and a staff room. It also had scheduled use of a canteen, and sports facilities including astroturf pitches and an indoor swimming pool.

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

Comments

Small-group courses are run year round for adults aged 20+. General English courses are run in the mornings, with teacher-guided self-access sessions in the afternoons. These classes can be combined with additional afternoon lessons to study English for professional purposes, including legal English, or to prepare for externally validated examinations. One-to-one is offered as an individual course or can be combined with a group course. Some one-to-one courses are delivered online.

Courses for under 18s are run at Shrewsbury School. During the summer, two courses are run: *Starline* for students aged 13 to 16 (15 hours of English lessons per week); *Express* for students aged 15 to 17 (21 hours per week). All courses include an afternoon and evening programme of activities and excursions. Bespoke programmes for closed groups of under 18s are also offered at certain times of the year.

Management profile

The two owners/directors are jointly responsible for the overall management of the school and have day-to-day operational responsibilities. The general manager reports to the directors and oversees the staff responsible for admissions, finance, accommodation and welfare. The principal works closely with the DoSs to manage the academic programmes; the DoSs line manage the teachers. The young learner course director reports to the directors and oversees the provision at Shrewsbury School.

Accommodation profile

The adult school provides a choice of accommodation. This comprises standard, de-luxe (a larger room and double bed) or executive (ensuite facilities) homestay accommodation; a near-by self-catering student residence, Mardol House, that provides studio rooms with ensuite and kitchenette facilities as well as a shared kitchen and social area; and hotel and guest house provision in the town, some of which apply corporate rates for Severnvalle students. Young learners are offered homestay or residential accommodation at Shrewsbury School.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's clearly stated goals and values. Quality assurance procedures are thorough, student administration is very efficiently managed and publicity is clear and attractively presented. *Strategic and quality management*, *Staff management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. At the adult centre, the premises provide students and staff with a very comfortable and professional environment for work and relaxation. At the young learner centre the premises are of a high standard. 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. *Premises and facilities* is an area 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 (qualifications and experience) appropriate to the context. Teachers receive sufficient guidance to ensure they support their students effectively in their learning. Overall, courses are structured and managed to the benefit of students. The teaching observed met the requirements of the Scheme. The *Academic staff profile* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school provides a safe and secure environment for its students, excellent pastoral care, and comprehensive information about their visit to the UK. The school offers a wide range of high-quality and conveniently located accommodation, which is very well managed. The leisure programme is varied, appropriate to the ages and interests of students and organised effectively. *Care of students*, *Accommodation* and *Leisure activities* 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; and in the leisure activities and accommodation provided. There is a clear and comprehensive safeguarding policy, and staff are well trained to implement it. *Safeguarding under 18s* is an area 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.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	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.	Strength
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 There is a very clear statement, shared with staff and students, of the goals and values of the school. There is an emphasis on the school's commitment to meet students' individual and special educational needs and evidence that the statement is integral to the operation of the organisation.

M2 The school's business plan contains clearly expressed and realistic strategic and operational objectives which are regularly reviewed. There is evidence of staff involvement in the setting and the achievement of the objectives.

M4 There are very effective channels of communication between all stakeholders: the staff at the school and the young learners' centre; host school representatives and residential accommodation providers; the homestay hosts; agents and the group leaders. A range of media is in use including face-to-face and online meetings, newsletters, electronic messaging, and a shared online information portal.

M5 Feedback is obtained from students in a variety of ways, as appropriate to the age of the students and length of stay. The information is collated; there is evidence that the information is shared, acted upon as appropriate, and informs future development.

M6 Feedback is systematically obtained from staff, group leaders, agents, and accommodation providers via meetings, questionnaires and end-of-course reports. There is evidence of appropriate action taken in response.

M7 The ongoing self-evaluation process in the school is thorough and incorporates feedback from all stakeholders, as well as evaluating the work of the school against external and Scheme criteria.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
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

M10 There are appropriate and clearly documented recruitment policies, and procedures which are rigorously implemented. The directors have successfully recruited suitably qualified and experienced teams in the main school and at the young learner centre.

M11 Induction procedures for all staff in the adult school and for the young learner courses are very thorough and well documented. Information and support systems are made available via comprehensive handbooks, video and slide presentations, pre-course induction days, checklists, and a 'buddy' system. For one of the management posts overlap between post-holders ensured an efficient handover.

M12 There are very effective procedures for monitoring, appraising and recognising good performance. Both directors are qualified mediators trained in the use of informal reconciliation to resolve disciplinary issues or grievances, should the need arise.

M13 There are effective procedures to ensure that CPD of all staff meets the needs of the individuals and the school. Statutory training for all staff is well documented. Training recently undertaken by members of the management/administrative and support teams include courses in leadership, marketing and food handling.

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.	Met
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.	Met

Comments

M14 The management and administrative teams work closely together to provide a personalised service. Student feedback on the helpfulness of all school staff is consistently very good.

M15 Students, their parents and sponsors receive personalised information and advice on their course choices, both before and during their time in the school. Negotiation of closed group provision is very well handled, as confirmed by the group leaders. Students and group leaders confirmed that their needs were well met.

M16 There are easy to follow systems in place for applicants. The enrolment process is very efficiently handled in a professional and helpful manner and records are meticulously kept.

Publicity	Area of strength
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.	Strength
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.	Not 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.	Strength
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the website. The school also has a well-developed presence on social media.

M21 The website, which includes charts, grids, sample programmes, photographs and videos, gives an accurate, clear and attractively presented picture of the offering at Severn Vale Academy and at the host school, Shrewsbury School.

M24 At the start of the inspection, the cost of IELTS exam fees were not included. This was immediately rectified and is no longer a point to be addressed.

M26 A clear and comprehensive description is provided of the different types of accommodation offered. The homestay accommodation page gives a clear grid comparison of the different options, what is included and the costs.

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.	Met
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.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

Comments

P2 The house and gardens of Severnvale Academy are in an excellent state of repair, cleanliness and decoration. The facilities are very well suited to the adult students. Premises at Shrewsbury School also provide a very suitable environment for the younger students.

P3 All classrooms in both centres provide very suitable study environments for the different course types, including one-to-one. The rooms are spacious, quiet and well decorated and furnished.

P4 At the school, students have very good facilities for relaxation; there are a number of small, comfortable seating areas. The first-floor lounge with tables and chairs, TV, magazines, noticeboards and a staffed coffee bar, is a space where staff and students can socialise and eat lunch. The facilities made available to the younger students at Shrewsbury School are also of a very high standard.

Learning resources	Met
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.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

The criteria in this area are all fully met.

Teaching and learning

Academic staff profile	Area of strength
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 clearly appropriate to the school's context.

The recruitment and support policy is very 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.	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.	Strength

Comments

T7 Induction of new teachers is managed very well. Information before the course is made available in advance and there are online and face-to-face induction meetings. When practicable, new teachers are offered the opportunity to observe classes before they start teaching.

T10 In addition to regular training and development events, there is a structured peer observation scheme, and the school supports staff who wish to study for additional teaching qualifications.

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.	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.	Strength
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.	Not met

Comments

T12 There is good support for independent learning in the scheduled guided-study sessions where students are encouraged to develop further skills they and their teachers have identified as being relevant to their needs. On the young learner programmes, there is integration of the English lessons' content with the excursions and leisure programme.

T14 On the young learner programme, a weekly programme for their English lessons is produced in writing and posted on the classroom wall. In one-to-one and business classes, a syllabus is usually negotiated, although it is not always formalised in writing. However, for students following a general English course, a clear and appropriately written weekly plan, including intended learning outcomes, is not routinely made available.

Learner management	Met
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.	Not met
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.	Met

Comments

T16 All students, including those on a four-day teaching programme for young learners, receive a certificate which states individual grades for 'communication level' and 'structural level' achieved by the student, and a one-word description of their progress. The descriptors on the back of the certificate are divided into seven levels and within the levels there are five further levels or 'stages'. This criterion is not met because there are no formal progress checking and assessment procedures to justify the claims made.

Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	Morning adult groups and an afternoon one-to-one adult class; four young learner classes.

Comments

All lessons observed were face-to-face. Both the adult DoS and the deputy DoS were observed teaching.

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.	Met
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.	Met

Comments

T19 Generally, teachers produced accurate models of spoken and written English. In better segments, support for pronunciation was provided by use of phonemic script and stress marks.

T20 This criterion was met overall. Lesson plans were informed by students' level and perceived needs. Plans for one-to-one lessons were based on an individual needs' analysis. However, in some group lesson plans, there was little evidence of identification of differing individual learners' needs, strengths and weaknesses.

T21 The intended learning outcomes were usually made known to students on the board at the beginning of each lesson, although the link between learning outcomes and activities was not always made sufficiently clear. Objectives were achieved through an appropriate sequence of activities and better plans included a stage to review outcomes.

T22 There was evidence of a satisfactory range of techniques to present and practise language and to develop skills. Teachers generally elicited and illustrated the meaning of target language well. In better lessons, attention was paid to student pronunciation.

T23 At the adult school, teachers made competent use of the rather limited teaching and learning resources available. At the young learner centre, some teachers made good use of the available technological resources. Seating arrangements were appropriate and pair and groupwork was generally handled well.

T24 Teachers monitored students' performance during activities and provided encouragement and feedback. Instances of good work and success were often acknowledged. In better segments, there was effective use made of self-correction, and feedback on pronunciation was followed by controlled practice of the corrected language.

T25 Lessons included activities and short tasks for teachers and students to evaluate whether learning was taking place. Teachers provided opportunities for students to demonstrate their ability to use recently learned language. In better segments, students were encouraged to evaluate their achievement of the learning objectives.

T26 Overall, teachers promoted a positive, purposeful and inclusive learning atmosphere. The use of nomination and praise was particularly effective with young learners.

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.	Met
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.	Strength
W6 Students have access to adequate health care provision.	Met

Comments

W1 There is a comprehensive critical incident plan which is shared with staff and students as part of their respective inductions. Additional scenarios are provided to staff at induction to ensure the plan is a realistic working document. Group leaders are also provided with the plan and key elements are brought to their attention during their induction meeting. The plan is shared with Shrewsbury School's facilities team who ensure that it reflects their own emergency plan. Robust risk assessments are in place. A summary of the emergency plan is added to risk assessments for the leisure programme.

W2 The ethos of the adult school is to provide a bespoke and personalised experience for students and as such, their well-being and satisfaction is highly prioritised. All staff in the school pay attention to providing a supportive and friendly environment for students and an early welfare check takes place soon after their arrival. Regular tutorial sessions are available throughout the course and focus on welfare issues as well as academic. The young learners' courses have high ratios of staff and welfare issues are carefully managed by all staff under the guidance of the Designated Safeguarding Lead (DSL) and the head of residence.

W5 Detailed information is sent to students as part of registration and arrival information and advice is offered through email correspondence in advance. Provider transport contact information is shared for outside office hours.

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
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

W7 Accommodation seen during the inspection is of a high standard and student feedback is consistently positive. Students comment positively on their hosts, on the quality and convenience of the adult residence and of local hotels and guest houses.

W10 Homestay profiles are shared with students prior to placement. These usually include host and a premises photo, contact information and a map of the location and distance to the school. Students are provided with a personal introduction and a prompt email of suitable questions they can use to contact their hosts in advance of arrival. All hosts for adult students are within walking distance. Young learners have a private shuttle bus or are dropped off by hosts as part of their agreement.

W11 Hosts confirmed that communication with the accommodation manager at the school is very good, that issues were resolved efficiently, and that feedback is sent to them from their students. Feedback from the hosts was evidenced. Systems are in place for identifying when visits are due and for updating safety certificates.

Shrewsbury School also confirmed that communication between themselves and the school was good with pre-meetings, regular dialogue during the course and feedback sessions at the end of each course. Staff in Mardol House also highlighted the good relations that had been established between the school and the residence and that any issues were always resolved quickly.

W13 The school has a cafe that is open to students for drinks and snacks until early afternoon. The school's location in the town centre provides great access to a wide range of local cafes and restaurants. The catering at Shrewsbury School is of a high standard. Students are provided with a well-balanced and varied offer for breakfast and dinner and a healthy packed lunch. Student feedback about meals is consistently positive.

Accommodation: homestay only

W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this area are fully met.

Accommodation: other

W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

Comments

All criteria in this area are fully met.

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.	Met
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.	Met

Comments

W19 Students have comprehensive information about events taking place locally both via the noticeboard and social media, which is regularly updated. Administrative staff support students if they want to arrange their own visits and travel. The school is in the process of recruiting local students as ambassadors to support the young learner programme and provide opportunities for them to practise their English as part of the leisure programme. W20 The adult leisure programme comprises one mid-week event and a social event on Fridays. Teachers attend these events on a rota system and have some say over the location and type of event as do students. The young learner programme includes a range of excursions and activities in the evenings most appropriate to the age of the learners. W22 Detailed risk assessments are in place to support all on-site and off-site activities and are produced by staff who have received risk assessment training. They are reviewed at least annually, are dated and incorporate feedback. The school works closely with Shrewsbury School to provide detailed risks assessments for the young learners' programmes.

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.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to 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 inspection there were 57 under 16s on a one-week course based at Shrewsbury School; 26 were staying in homestay accommodation and 31 were residential. At peak times, in the summer, under 18 numbers are on average 104 and students stay an average of three weeks.

S4 All staff involved in the recruitment process have completed safer recruitment training. There are robust decision-making processes in place that take into consideration a full range of information. Criminal record checks were in place and had also been checked for group leaders.

S5 Young learners are checked in each morning and accompanied to breakfast and classes. Students staying in homestay are brought into the school every morning by their hosts and checked in. The course director then double-checks attendance in class.

S6 There is a robust code of conduct for young learners which is covered during induction and reinforced each day during morning and evening assemblies. Students are not allowed into the student residence during the day and are supervised during breakfast, breaks and lunch. Staff ratios are generous and strictly followed in both the school and on excursions. Group leaders are briefed on the first morning by the course director to explain roles and responsibilities and to reinforce the code of conduct.

S7 Residential and homestay accommodation is of a high standard and mealtimes and healthy meal plans are in place both at the residence, in host agreements and are shared with parents. There are robust risk assessments in place for overnight accommodation in residences. Ratios are generous and do not include group leaders. Room allocations are carefully planned in collaboration with group leaders where appropriate, and no more than two junior students can share a room.

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	1989
Last full inspection	May 2019
Subsequent checks/visits (if applicable)	July 2019
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	September 1982
Ownership	Name of company: Lintonite Ltd Company number: 01492749
Other accreditation/inspection	N/a

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)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	10	20
Full-time ELT (15+ hours per week) aged 16–17 years	0	27
Full-time ELT (15+ hours per week) aged under 16	57	57
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	67	104
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	27–45	27–45
Adult programmes: typical length of stay	3 weeks	3 weeks
Adult programmes: predominant nationalities	German, French, Russian, Spanish, Italian	German, French, Russian, Spanish, Italian
Junior programmes: advertised minimum age	12	13
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	1 week	3 weeks
Junior programmes: predominant nationalities	German	Spanish, Italian, German, French, Japanese

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	3 (adult centre); 4 (young learner centre)	15
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	7	
Number of academic managers for eligible ELT courses	2 (adult centre); 1 (young learner centre) plus the principal	5
Number of management (non-academic) and administrative staff working on eligible ELT courses	4 at the main school 3 at Shrewsbury School	
Total number of support staff	2 plus staff at Shrewsbury School	

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	3
Academic managers without TEFLQ qualification or three years' relevant experience	1
Total	4

Comments

The DoS and ADoS normally have a scheduled teaching programme of between 17 and 23 hours per week. The young learner DoS does not have a teaching commitment.
The person without a TEFLQ qualification is the director/principal. She has a TEFLI qualification and qualifications in law, counselling and mediation.

Teacher qualifications profile

Profile in week of inspection

Professional qualifications	Number of teachers
TEFLQ qualification/profile	3
TEFLI qualification	4
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	7

Comments

At the adult school, one teacher is TEFLQ and two are TEFLI. At the young learner centre, two teachers are TEFLQ and two are TEFLI.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	6	26
Private home	0	0
Home tuition	0	0
Residential	3	31
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	1	0
Overall totals adults/under 18s	10	57
Overall total adults + under 18s	67	