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| Organisation name | Severnvale Academy, Shrewsbury |
| Inspection date | 21–22 May 2019 |

| Section standards | |
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| 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 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 |
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| We recommend continued accreditation with a spot check of the new summer school premises for 2019. |

| Summary statement |
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| <p>The British Council inspected and accredited Severnvale Academy, Shrewsbury in May 2019. 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).</p> <p>This private language school offers courses in general and professional English for adults (20+) and vacation courses for under 18s.</p> <p>Strengths were noted in the areas of premises and facilities and teaching.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p> |

Introduction

Severnvale Academy was founded over 30 years ago by two members of the same family; the current owners/directors bought the school in 2014. It continues to be a family-owned school and the two directors are closely involved with the day-to-day operations. One of the previous owners continues his involvement in the school and directs the off-site junior summer courses.

The adult school runs small-group courses year round and a maximum of 40 adults is accepted at any one time, which contributes to the friendly and personalised atmosphere that the small school promotes.

The inspection took place over one full day, one half day and one part day with two inspectors. The inspectors talked to the managing director (MD), the principal, the director of studies (DoS), the senior teacher, the accommodation, finance and welfare officer, and the office administrator and welfare assistant. All teachers timetabled to teach during the inspection were observed. Focus group meetings were held with students and with teachers. One inspector visited three homestays and a residence.

Address of main site/head office

25 Claremont Hill, Shrewsbury SY1 1RD

Description of sites visited

The year-round adult school is based in a Georgian house in the centre of Shrewsbury. On the ground floor there is a reception/office with workplaces for the management and administrative teams, two classrooms and a student lounge area. 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 three classrooms and a library on the second floor and four classrooms on the third floor. In the basement there are two self-access rooms and a teachers' room. There are toilets on every floor, except the basement. Outside there is a rear garden with seating and a covered area for smokers.

The summer junior programmes are based at the University Centre Shrewsbury, a ten-minute walk from the adult school. These premises were not visited as they are being used for the first time in summer 2019 and a spot check will, therefore, be carried out.

| 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 type="checkbox"/> |
| English for academic purposes (excludes IELTS preparation) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| English for specific purposes (includes English for Executives) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teacher development (excludes award-bearing courses) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ESOL skills for life/for citizenship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

The minimum age for enrolment on the adult courses is 20. Small-group courses of 18.75 or 22.5 hours per week are run year round with general English in the mornings and teacher-guided self-access in the afternoons. Courses can also be combined with preparation for externally validated English examinations or English for specific purposes, including legal English. One-to-one is offered as a course or can be combined with a group course; at the time of the inspection four students were having one-to-one lessons.

On the summer junior courses three courses are run: *Starline* for 13–16 year-olds (15 hours per week), *Express* for 15–17 year-olds (21 hours per week) and a general English course with IELTS preparation for 16–17 year-olds (21 hours per week). All three courses include an afternoon and evening programme of activities and excursions.

Management profile

The two owners/directors are responsible for the overall strategic development of the school and also have day-to-

day operational responsibilities. The MD has overall responsibility for general and financial administration and the principal for student welfare. The principal works closely with the DoS in relation to the academic organisation of the school; the DoS is responsible for the teaching team. The senior teacher has oversight of the premises and health and safety matters.

The management responsibilities for the summer centre are shared by the directors and the DoS.

Accommodation profile

The school offers homestay accommodation in single or twin rooms on a half board basis in the local area. Residential accommodation close to the school is offered by an accommodation agency; single ensuite rooms are available throughout the year. Hotel accommodation a short walk from the school is available on request.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the provider's clearly stated goals and values. Quality assurance procedures are thorough, student administration is efficient and publicity materials are attractive and clearly expressed.

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 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. Self-access facilities for adult students are good. *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. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.

Welfare and student services

The provision meets the section standard. Overall, the needs of the students for security, pastoral care and information are well met, although the major incident plan needs to be made known to all staff. Students benefit from well-managed and suitable accommodation and the leisure programme is appropriate for the age and interests of the students.

Safeguarding under 18s

The provision meets the section standard. Courses for students aged under 18 are held in separate premises which the inspectors did not see as no junior courses were running but there are appropriate policies and procedures in place to ensure the safeguarding of students on the junior courses, on their leisure activities and in their accommodation.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

| Strategic and quality management | Met |
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| 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 | Met |

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| operation, and between the ELT operation and any wider organisation of which it is a part. | |
| M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded. | Met |
| M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded. | Met |
| M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation. | Strength |

Comments

M1 There is a very clear statement, drawn up with input from school staff, of the goals and values of the school. There was ample evidence that the school's values form an integral part of the approach taken towards the work of the school by all staff.

M2 The school's business plan contains clearly expressed strategic and operational objectives which take account of commercial trends and data within the ELT sector. A structured review process ensures goals are monitored and assessed at least annually and there was evidence of school business-related projects being completed successfully.

M4 Regular meetings of teaching and administrative staff, as well as staff working closely together in the open plan office, promote good communication. Teachers said they would welcome more opportunities to exchange views with the directors.

M7 The ongoing self-evaluation process in the school is thorough and incorporates staff and student feedback, as well as evaluating the work of the school against external inspection criteria. The action plan submitted was comprehensive and up to date.

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

Comments

M9 Job descriptions were not complete and there was no evidence of review. A comprehensive set of job descriptions with review dates clearly recorded was submitted immediately following the inspection and this is no longer a point to be addressed.

M11 Induction procedures for all staff in the adult school and the junior summer school are thorough and include checklists, a 'buddy' system of support, and comprehensive staff handbooks.

M13 Management and administrative staff have undertaken a range of appropriate training, including safer recruitment, first aid and safeguarding. One teacher had recently upgraded her qualifications with financial support from the school. Although some teachers have pursued individual professional interests, there was no evidence of any regular in-house development programme for the teaching staff in the last two years. The DoS teaches an average of 23 hours per week year round so her time for academic management is very limited.

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| Student administration | Met |
| M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory 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 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity. | Strength |
| M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff. | Met |
| M18 There are effective systems to maintain up-to-date and accessible records of local | Not met |

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| contact details for students, and their designated emergency contacts. | |
| M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently. | Met |
| M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course. | Met |
| M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint. | Met |

Comments

M14 The management and administrative teams work closely together to provide a high level of customer service; they are approachable and very supportive to students. This close teamwork allows for efficient cover when required. Students commented positively on the helpfulness of all school staff.

M15 Students receive very individualised information and advice on their course choices both before and during their time in the school and confirmed that their needs were met well. Pre-course information is comprehensive. Tutorials for longer-stay students provide further support.

M16 The enrolment process is very efficient with a clear focus on prompt and accurate processing of information. Enrolment forms and records of payment sampled were complete.

M18 Student records sampled were complete except for the emergency contact's knowledge of English. The relevant form was amended to collect this information in future and this is no longer a point to be addressed.

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| Publicity | Met |
| M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources. | Strength |
| M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English. | Met |
| M24 Publicity gives clear, accurate and easy-to-find information on the courses. | Met |
| M25 Publicity includes clear, accurate and easy-to-find information on costs. | Not met |
| M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18. | Met |
| M27 Publicity gives an accurate description of any accommodation offered. | Met |
| M28 Descriptions of staff qualifications are accurate. | Met |
| M29 Claims to accreditation are in line with Scheme requirements. | Met |

Comments

The school publicity materials comprise a website and printed brochures for the adult and junior courses. The school also has a presence on social media.

M22 The publicity materials, including photographs, give an attractive and very clear picture of the school's premises and location, as well as the full range of its services and resources.

M25 The examination fee for the legal English examination is clear but the fees for other external English examinations are not included on the website.

Premises and resources

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| Premises and facilities | Area of strength |
| P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff. | Strength |
| P2 Classrooms and other learning areas provide a suitable study environment. | Strength |
| P3 Students have adequate room and suitable facilities for relaxation and the consumption of food. | Strength |
| P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally. | Met |
| P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information. | Met |
| P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking. | Met |

Comments

P1 The premises are smart, clean and maintained to a high standard; the ongoing programme of refurbishment, with attention paid to original features in the period house, ensures the premises provide a very comfortable

environment for students and staff.

P2 All classrooms provide a very suitable study environment for all course types, including one-to-one. The rooms are well proportioned, quiet and light.

P3 Students have very good facilities for relaxation. As well as the garden with seating for good weather, there are two student lounges; the first-floor lounge with comfortable seating, TV, magazines and a coffee bar, is particularly popular and staff socialise with students there.

| Learning resources | Met |
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| P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered. | Met |
| P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised. | Met |
| P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning. | Met |
| P10 Any facilities provided for additional or independent learning are appropriately equipped and organised. | Strength |
| P11 Students receive guidance on the use of any resources provided for independent learning. | Strength |
| P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation. | Met |

Comments

P10 The school has good self-access facilities. The second-floor library, as well as two rooms in the basement, one recently refitted and upgraded with new equipment, provide quiet study areas. Students have access to computers with useful digital learning programmes, audio facilities, and a good stock of DVDs and graded readers.

P11 Guidance for students is very good. Two sessions of guided self-study every afternoon, which are part of every course programme, are staffed by the DoS and teachers who actively promote the self-access facilities. They support and advise students on a one-to-one basis.

Teaching and learning

| Academic staff profile | Met |
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| T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications. | Met |
| T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching. | Met |
| T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners. | Met |
| T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership. | Met |

Comments

T2 The qualifications profile of the teaching team in the year-round school is very good. Five of the six permanent teachers, and a regular cover teacher working at the time of the inspection, are all TEFLQ. One teacher has an additional business English teaching certificate. The majority of the nine teachers on the summer courses in 2018 were TEFLI.

T4 The DoS is suitably qualified and experienced. The principal has a background in training, is TEFLI and line manages the DoS. The rationale for her role in the academic management of the school shows she is engaged in entirely appropriate aspects of academic management in the school.

| Academic management | Met |
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| T5 Teachers are matched appropriately to courses. | Met |
| T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms. | Met |
| T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers. | Strength |
| T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected. | Strength |

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| T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers. | Met |
| T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager. | Met |

Comments

T7 Provision for covering absent teachers is very good. Regular well-qualified cover teachers are available, one of whom was covering during the inspection, as well as part-time teachers whose hours can be increased if required. The senior teacher and the principal can also be called on.

T8 Continuous enrolment is handled very well. The guidance in the teachers' handbook is practical and first day procedures and course programmes take account of new students joining classes. Discussion and review meetings, as well as student tutorials, play a key role in ensuring all students' expectations are addressed.

T10 Regular observations take place, at least annually. The feedback notes on file, while supportive, often lack sufficient focus on developmental issues for teachers to work on.

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| Course design and implementation | Met |
| T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance. | Met |
| T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students. | Met |
| T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students. | Met |
| T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills. | Met |
| T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course. | Strength |
| T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK. | Strength |

Comments

T15 There is good support for independent learning in classes, where, for example, recording new vocabulary in helpful ways is promoted, and in the self-study sessions and tutorials where students are encouraged to develop further skills they have identified as being relevant to their learning profiles.

T16 Students benefit from a range of opportunities to develop their language skills outside the classroom. These include class trips to practise functional language learnt in class, interaction with homestay hosts and active participation in the school's leisure programme.

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| Learner management | Met |
| T17 There are effective procedures for the correct placement of students, appropriate to their level and age. | Met |
| T18 There are effective procedures for evaluating, monitoring and recording students' progress. | Met |
| T19 Students are provided with learning support and enabled to change courses or classes where necessary. | Met |
| T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. | Met |
| T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians. | Met |
| T22 Students wishing to progress to mainstream UK education have access to relevant information and advice. | Met |

Comments

All criteria in this area are fully met.

Classroom observation record

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| Number of teachers seen | 6 |
| Number of observations | 6 |
| Parts of programme(s) observed | General English, Business English, one-to-one |

Comments

One cover teacher was observed.

| Teaching: classroom observation | Area of strength |
|---|-------------------------|
| T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English. | Strength |
| T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account. | Met |
| T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities. | Met |
| T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners. | Strength |
| T27 Teachers promote learning by the effective management of the classroom environment and resources. | Met |
| T28 Students receive appropriate and timely feedback on their performance during the lesson. | Strength |
| T29 Lessons include activities to evaluate whether learning is taking place. | Met |
| T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere. | Strength |

Comments

T23 Teachers demonstrated a sound knowledge and awareness of the use of English, including register and collocation. They gave clear explanations with relevant examples. New language was written up with helpful information such as word stress and most teachers demonstrated useful, expert knowledge of phonemic script.

T24 Lesson plans were closely linked to course objectives and contained relevant content and appropriate topics and materials which were clearly of interest to the students. Some teachers planned for effective differentiation between longer-stay students and those who had arrived at the beginning of the week.

T25 Teachers planned for clear sets of activities with learning outcomes made known to the students. Lessons were staged appropriately.

T26 A good range of teaching techniques was seen. Teachers elicited target language confidently, prompted and checked meaning efficiently. Some focused work on subskills was seen and controlled oral practice was monitored well.

T27 Teachers paid attention to seating arrangements for both small-group and one-to-one classes. Coursebooks were exploited quite well and were supplemented with audio and handouts. There were missed opportunities for using the interactive screens to bring variety to lessons and to illustrate meaning efficiently.

T28 Teachers used a range of correction techniques appropriately, including encouraging self and peer correction. All students were given constructive feedback, with teachers frequently acknowledging success at individual level.

T29 Learning was checked in various ways, including reviewing of language taught in previous lessons and using productive tasks to check students' use of new language in a variety of contexts.

T30 The atmosphere in all classes was professional and friendly. Students were clearly motivated and engaged in their learning, working well with each other in small-group classes. The learning atmosphere was purposeful.

Classroom observation summary

Teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory with the majority judged to be good. Teachers showed sound knowledge and awareness of the use of English, lesson content was relevant and lessons planned to include a range of activities. A good range of techniques was seen and teachers generally managed resources well. Correction and feedback was handled well and teachers evaluated their students' learning in various ways. Rapport between teachers and students was excellent and there was a purposeful learning atmosphere in all classes.

Welfare and student services

| Care of students | Met |
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| W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location. | Met |
| W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students. | Not met |
| W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal | Met |

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| with students' personal problems. | |
| W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these. | Met |
| W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing. | Met |
| W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs. | Met |
| W7 Students receive advice on relevant aspects of life in the UK. | Met |
| W8 Students have access to adequate health care provision. | Met |

Comments

W1 Adult and junior students study on different sites. The inspection did not include the junior centre. There are good systems in place to ensure the safety and security of students at both sites, including thorough risk assessments and regular fire drills. However, at the adult centre the front door is unlocked and the buzzer system is not in operation. People entering are only seen when the front desk is staffed.

W2 There is a comprehensive plan to respond to emergencies but it is not known to most staff.

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| Accommodation (W9–W22 as applicable) | Met |
| <i>All accommodation</i> | |
| W9 Students have a comfortable living environment throughout their stay. | Strength |
| W10 Arrangements for cleaning and laundry are satisfactory. | Met |
| W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that. | Strength |
| W12 Students receive written confirmation of accommodation booked, giving clear and accurate information. | Met |
| W13 There are effective procedures for identifying and resolving any problems students have with their accommodation. | Met |
| W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services. | Strength |
| W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have. | Met |

Comments

W9 Most students opt for homestay accommodation. The three homestays visited were clean and comfortable with good facilities. Hosts clearly enjoyed spending time with their guests and provided a welcoming environment. The residence provides comfortable rooms with good facilities, including open spaces where students are able to socialise.

W11 The accommodation officer has useful experience of hosting students and visits all hosts more frequently than the required every two years. Systems are in place for identifying when visits are due and for updating safety certificates.

W14 The checking of initial homestay applications is thorough and hosts receive good guidance on what is expected of them. There are also effective procedures in place to ensure hosts are aware of changes to rules and regulations as they occur.

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| <i>Accommodation: homestay only</i> | |
| W16 Homestay hosts accommodate no more than four students at one time. | Met |
| W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing. | Met |
| W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing. | Met |
| W19 English is the language of communication within the homestay home. | Met |
| W20 Hosts ensure that there is an adult available to receive students on first arrival. | Met |

Comments

All criteria in this area are fully met.

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| <i>Accommodation: other</i> | |
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| W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties. | Met |
| W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear. | Met |

Comments

All criteria in this area are fully met.

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| Leisure opportunities | Met |
| W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK. | Strength |
| W24 The content of any leisure programme is appropriate to the age and interests of the students. | Met |
| W25 Any leisure programmes are well organised and sufficiently resourced. | Met |
| W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities. | Met |
| W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training. | Met |

Comments

W23 Students benefit from knowledgeable and helpful staff who are available to provide help with booking tickets or advising on local activities and events.

Safeguarding under 18s

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| Safeguarding under 18s | Met |
| 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. | Met |
| S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities. | Met |
| S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme. | Met |
| S7 There are suitable arrangements for the accommodation of students. | Met |
| S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students. | Met |

Comments

The minimum age of students in the adult school is 20. The school operates a six-week summer centre from July to August in separate premises and accepts occasional closed-group courses for juniors throughout the year, also run in the separate premises.

S1 There is a comprehensive policy with a named designated safeguarding lead but it is written in language at times rather complex for students and parents/guardians to understand.

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 | July 2015 |
| 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 | N/a |
| Other related non-accredited schools/centres/affiliates | N/a |

Private sector

| | |
|--------------------------------|--|
| Date of foundation | 1982 |
| Ownership | Name of company: Lintonite Limited 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 | N/a |
| Details of any additional sites not in use at the time of the inspection and not visited | University Centre Shrewsbury (Junior Centre, junior summer programmes, up to ten rooms) |

Student profile

| Student profile | At inspection | In peak week: July (organisation's estimate) |
|--|------------------------------------|---|
| | At inspection | In peak week |
| ELT/ESOL students (eligible courses) | | |
| Full-time ELT (15+ hours per week) 18 years and over | 15 | 39 |
| Full-time ELT (15+ hours per week) aged 16–17 years | N/a | 37 |
| Full-time ELT (15+ hours per week) aged under 16 | N/a | 58 |
| Part-time ELT aged 18 years and over | N/a | 10 |
| 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 | 15 | 144 |
| Junior programmes: advertised minimum age | 13 | 13 |
| Junior programmes: advertised maximum age | 17 | 17 |
| Junior programmes: predominant nationalities | N/a | Spanish, Italian, Japanese |
| 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 | Japanese, German, Swiss, French | German, French, Spanish, Korean, Saudi Arabian |

| Staff profile | At inspection | In peak week (organisation's estimate) |
|--|----------------------|---|
| Total number of teachers on eligible ELT courses | 6 | 14 |
| Number teaching ELT 20 hours and over a week | 6 | |
| Number teaching ELT under 19 hours a week | 0 | |
| Number of academic managers for eligible ELT courses | 1 | 2 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 4 | |
| Total number of support staff | 2 | |

Academic manager qualifications profile

| Profile at inspection | |
|--|------------------------------------|
| Professional qualifications | Number of academic managers |
| TEFLQ qualification | 1 |
| Academic managers without TEFLQ qualification or three years relevant experience | N/a |
| Total | 1 |
| Comments | |
| The DoS was scheduled for 19.5 hours teaching during the week of inspection and 23 hours on average across the year. | |

Teacher qualifications profile

| Profile in week of inspection | |
|--|---------------------------|
| Professional qualifications | Number of teachers |
| TEFLQ qualification | 6 |
| TEFLI qualification | 0 |
| Holding specialist qualifications only (specify) | 0 |
| Qualified teacher status only (QTS) | 0 |
| Teachers without appropriate ELT/TESOL qualification | 0 |
| Total | 6 |
| Comments | |
| None. | |

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 | 12 | N/a |
| Private home | 0 | N/a |
| Home tuition | 0 | N/a |
| Residential | 0 | N/a |
| Hotel/guesthouse | 1 (independently arranged) | N/a |
| Independent self-catering e.g. flats, bedsits, student houses | 1 | N/a |
| <i>Arranged by student/family/guardian</i> | | |
| Staying with own family | 0 | N/a |
| Staying in privately rented rooms/flats | 1 | N/a |
| Overall totals adults/under 18s | | |
| | 15 | N/a |
| Overall total adults + under 18s | | 15 |