

Organisation name	SKOLA English in London
Inspection date	6–7 August 2019

<b>Section standards</b>	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S5 have been addressed. The required evidence was subsequently submitted.

<b>Summary statement</b>
<p>The British Council inspected and accredited SKOLA English in London in August 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in general English for under 18s (6+) and vacation courses for under 18s (6+).</p> <p>Strengths were noted in the areas of academic management and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

SKOLA schools have used the SKOLA main office site in Camden since 1975. SKOLA used to run courses for adults, as well as for under 18s, but in May 2019, the school decided to focus exclusively on teaching children aged between six and 16. The junior programme, now called SKOLA English in London, used to be called SKOLA English Study Tours. SKOLA English in London used to be the name used for adult courses. Language courses for adults accompanying children attending SKOLA courses are now catered for by another accredited provider.

The current manager and school director re-joined the school in February 2018 after a short period away. The principal and the director of studies (DoS) have worked at the school for ten and six years respectively.

The inspection took place over one and a half days, and one part day, with two inspectors. They talked to the director, the principal, the DoS and the activities co-ordinator (AC). Focus group meetings were held with teachers, activity leaders (ALs) and students. All teachers timetabled to teach during the inspection were observed. One inspector rang the two accommodation agencies registered with the British Council that the school uses to provide homestay accommodation.

## Address of main site/head office

27 Delancey Street, London NW1 7RX

## Description of sites visited

All three sites used are within ten minutes' walk of one another, in an area of Camden close to Regent's Park. The year-round centre at 27 Delancey Street, known in SKOLA as SKOLA Camden (SC), has a reception/office area and a classroom on the ground floor and three classrooms, a staffroom, toilets and a kitchen on the lower ground floor. There is a garden area adjacent to the lower ground floor. The two other sites are used in the summer only. One (Cecil Sharp House, 2, Regent's Park Road, Camden Town, London NW1 7AY), known in SKOLA as SKOLA Primrose Hill (SPH), is the dedicated centre for children aged between six and nine. It is a detached building with a garden, which staff and children use in break times. The school uses one classroom on the first floor and two classrooms and a café area in the basement. Cecil Sharp House, which is open to the public, is an English folk music and dance centre, with an archive and a library. The third site (Ort House, 126, Albert Street, Camden Town, London NW1 7NE), known as SKOLA Camden Annex (SCA), is used for the older young learners. The school uses up to five classrooms on the ground and first floor, and a staffroom on the first floor. It also uses the garden at the back of the building.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input 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 checked="" 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 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 school runs year-round courses for students aged between six and 16. In the summer, these consist of 15 hours' classroom lessons with afternoon activities. The courses for the youngest age group (six to nine) are called English Study Club (ESC). Outside the summer, there are additional classroom lessons on three afternoons of the week. These afternoon lessons sometimes include content and language integrated learning (CLIL) activities. There are some one-to-one lessons during the academic year.

## Management profile

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The school is managed by the director and the principal. The DoS is responsible for the teachers, with help from the principal and an assistant director of studies (ADoS) brought in to help during the busy summer period. The director is responsible for accommodation.

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### Accommodation profile

The school offers accommodation which is wholly provided by two agencies registered with the British Council. They provide for a child and an accompanying parent, and for unaccompanied children aged 12+. Between them they offer homestay, private home and independent self-catering accommodation, bed and breakfast, half-board and full-board, in London travel zones 2–5.

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### Summary of inspection findings

#### Management

The provision meets the section standard. The management of the provision operates to the benefit of students and in accordance with the provider's stated goals, values and publicity. Communication is good and, although there are some small weaknesses in staff management, staff are looked after well. Student administration is efficient and publicity is mostly accurate.

#### Premises and resources

The provision meets the section standard. The premises generally provide students and staff with a comfortable and professional working environment. The learning resources are appropriate to the age and needs of the students.

#### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the context. Teachers receive very good support to ensure students are guided effectively in their learning. Courses are well structured and well managed. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

#### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The SKOLA staff collaborate effectively to meet the needs of students for security, pastoral care, and information. Accommodation is of a good standard. A wide range of age-appropriate, well-organised leisure and sporting activities is available. *Leisure opportunities* is an area of strength.

#### Safeguarding under 18s

The provision meets the section standard. Policies and procedures to safeguard students under the age of 18 are generally sound.

#### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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### Evidence

#### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met

M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met
<b>Comments</b>	
M3 The clear structure of the ELT operation is illustrated by photographs of all staff and is appropriately labelled for students. The school brings in extra academic staff at busy times. Effective steps are taken to ensure continuity at all times.	
M5 Feedback procedures are well developed. Parents, many of whom accompany their children, are given the opportunity to provide feedback. Student feedback forms are appropriately simplified for younger children. Feedback is analysed and results passed to staff.	
<b>Staff management and development</b>	
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.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
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.	Not 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.	Strength
<b>Comments</b>	
M9 This criterion is met overall but the safeguarding duties of key members of staff are not spelled out sufficiently clearly.	
M10 Although recruitment and selection procedures are generally sound, some staff files contained certificates that had not been signed and dated and, in two cases, evidence of references having been taken up was absent.	
M12 Although there are effective procedures for monitoring and appraising staff, there is no written capability procedure.	
M13 The school offers good opportunities for professional development, extended to activity leaders as well as teachers. ALs' training included a pre-course session on simplifying language.	
<b>Student administration</b>	
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
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 contact details for students, and their designated emergency contacts.	Met
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
<b>Comments</b>	
All criteria in this area are fully met.	
<b>Publicity</b>	
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.	Met

M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not 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.	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.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The school's publicity comprises a website, which is the main medium, a brochure and a presence on social media. M23 Publicity is insufficiently accurate. Although publicity is written in clear and accessible English, there are quite frequent typographical and grammatical errors. M27 Publicity does not mention that homestay accommodation is provided by agencies.

### Premises and resources

<b>Premises and facilities</b>	Met
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.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
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.	Not 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 standard of repair, cleanliness and decoration at all three centres varies considerably, but overall all three sites provide a comfortable environment for students and staff. P3 In fine weather, students have the use of gardens at all three sites. SCA has a spacious internal area for students, while students at SPH use the very large classrooms or the café. Only at SC is internal space very limited, but even there, a classroom is made available for students at breaks. P5 Classrooms at SPH have insufficient display facilities.

<b>Learning resources</b>	Met
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.	Strength
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.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

P8 There is a good range of well-organised and up-to-date supplementary materials for teachers, including excellent in-house resources related to trips and excursions.

## Teaching and learning

<b>Academic staff profile</b>	Met
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

T4 The temporary ADoS is not TEFLQ. Her rationale was accepted within the context of this inspection because of her considerable experience and because of other qualifications that are closely equivalent to TEFLQ.

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

### Comments

T6 Procedures for timetabling teachers and students are responsive to circumstances. Timetabling of ESC classes differs from other timetabling in having appropriately shorter lesson blocks for younger students. Students expressed appreciation of the variety provided by the timetable.

T8 Effective steps are taken to ensure continuous enrolment does not impact negatively on the student experience. Each week's theme provides a discrete learning block so that new students are not disadvantaged. New arrivals are tested quickly and start class in the second half of the placement morning. The academic staff handbook includes advice on handling continuous enrolment.

T10 The observation and monitoring of teacher performance is very well handled. Both informal, drop-in observations and more formal full observations are followed by detailed, developmental feedback. Teachers praised the support provided by these observations and saw them as an integral part of their development.

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
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.	Met
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

T11 The academic managers have produced a detailed and helpful course design. Course design principles are clearly stated in the academic staff handbook. Teachers benefit from comprehensive syllabus guidelines with detailed references to a range of supplementary materials.

T15 Overall this criterion is met as year-round students receive help with independent learning, but summer students get little encouragement or systematic help to develop their study and learning strategies.

T16 Provision to help students develop their language skills outside the classroom is very good. Pre- and post-excursion work is an integrated part of the syllabus. Project work in ESC classes is displayed or performed at the weekly Friday parties.

<b>Learner management</b>	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.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

T21 All students receive a well-presented report with a detailed breakdown and comment on strengths and weaknesses.

#### Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	All

#### Comments

In addition to observing classes at all three sites with students of all ages, one inspector briefly observed afternoon art classes for ESC students.

<b>Teaching: classroom observation</b>	Met
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.	Met
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.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
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.	Met
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 produced accurate models of spoken English but few wrote models on the board supported by helpful information such as context or stress marks.

T24 The content of lessons, particularly those for ESC students, was well matched to student needs and ages. Pre- and post-excursion material was entirely appropriate.

T25 Lesson plans nearly always consisted of a coherent sequence of activities. Learning outcomes or aims were written on the whiteboard at the start of each lesson. However, plans often specified as outcomes for the lesson the activities or tasks that students would complete, rather than what they would learn.

T26 In general, teaching techniques were appropriate to the focus of the lesson, particularly with ESC students, where teachers made good use of activities involving movement and games.

T27 The classroom environment and resources were managed satisfactorily by all teachers, although in some groups little account was taken of seating arrangements to facilitate student-student interaction. Boardwork was generally good. A range of resources was seen, including teacher-prepared handouts and some varied supplementary materials.

T28 Correction was nearly always carried out by the teacher, rather than by students. Praise and encouragement were frequent but opportunities for correction and extension were often missed.

T29 The natural sequencing of lesson plan activities usually provided opportunities for evaluation: most lessons included short evaluative tasks to check understanding.

T30 In the majority of lessons segments observed, students were engaged and teachers had created a positive learning atmosphere. Teachers' use of voice and eye contact, as well as their choice of material and activity type, contributed significantly to this student involvement, and to students' good behaviour.

### Classroom observation summary

The teaching observed met the requirements of the Scheme. It ranged from excellent to satisfactory with the majority of the segments observed being satisfactory. Knowledge of the grammatical systems of English was generally sound, though there was sometimes insufficient focus on word stress. Lesson planning varied in effectiveness, with some plans having no learning outcomes, or inappropriately formulated ones. Most took very good account of the learning needs and ages of their students. Classroom management was generally effective, and discipline was well maintained, with good board work and mostly appropriate attention to seating arrangements. A good range of basic classroom techniques was in evidence. In the majority of classes, students were engaged and studying in a positive learning atmosphere.

### Welfare and student services

Care of students	Met
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.	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 with students' personal problems.	Met
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.	Strength
W8 Students have access to adequate health care provision.	Met

### Comments

W1 This criterion is met. However, although the Primrose Hill premises, Cecil Sharp House, has a receptionist, visitors are not expected to sign in and out.

W7 Advice is comprehensive while remaining age appropriate. The *Student Guide*, which covers areas such as life in Britain, London sights, and the weather, is well illustrated, and interactive. Relevant aspects of UK life which may impinge on leisure activities are reiterated to students in their pre-departure briefing, using slides with both words and pictures.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
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.	Met
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.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

### Comments

Accommodation is provided by two agencies registered with the British Council. Areas marked as Met in W9–W22 relate to the two agencies' reports completed in 2015.

### Accommodation: homestay only

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.

### Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

### Comments

None.

### Leisure opportunities

	Area of strength
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.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

### Comments

W24 The leisure programme is varied and extensive. Students participate in a good range of art, dance, drama, and sporting activities in the afternoons. There are weekly day and half-day excursions to London's museums and districts, and to places of interest within a reasonable distance. These follow a weekly theme, are tailored to the age groups, and take good account of students' interests.

W25 The organisation and resourcing of leisure activities reach a high standard. The programme is well planned, and well managed, and reviewed in relation to students' participation. Activity leaders are well inducted and briefed. Lessons prepare students for aspects of excursions with motivating worksheets and information.

W26 The health and safety of students during activities is a high priority. The activity risk assessments are comprehensive and specific, and integrated into the activity leaders' and teachers' practice. Safety briefings are

supplied to all leaders before an excursion, and visual instructions given at the start of activities emphasise safety. Staff/student ratios are good.

## Safeguarding under 18s

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

All students are under 18.

S5 Overall this criterion is met. SKOLA students are supervised by parents, teachers and activity leaders at all times while in the Primrose Hill premises, Cecil Sharp House. However, it is not clear whether the Cecil Sharp House management checks support staff for their suitability to work with under 18s; the situation has not been risk assessed by SKOLA.

## 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 (SKOLA) July 2002 (as SKOLA English Study Tours)
Last full inspection	August 2014 (SKOLA English Study Tours - formerly the name of the junior programme) August 2015 (SKOLA English in London - formerly adult courses)

Subsequent spot check (if applicable)	July 2015 (SKOLA Ascot residential centre - no longer run)
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	1948 (Progressive Tours) 1969 (SKOLA)
Ownership	Name of company: Progressive Tours Ltd t/a SKOLA English in London Company number: 00450807
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	N/a

### Student profile

	At inspection	In peak week: August (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	1	2
Full-time ELT (15+ hours per week) aged under 16	65	95
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	17	17
<b>Overall total ELT/ESOL students shown above</b>	<b>83</b>	<b>114</b>
Junior programmes: advertised minimum age	6	6
Junior programmes: advertised maximum age	16	16
Junior programmes: predominant nationalities	Saudi Arabian, Italian, Turkish, Chinese	Saudi Arabian, Italian, Turkish, Chinese
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

### Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	8
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	7	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	9	

### Academic manager qualifications profile

Profile at inspection
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Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	3

**Comments**

An extra academic manager was brought in to help the DoS and principal at busy times in the summer.

**Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	6
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	7

**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	0	6
Private home	0	0
Home tuition	0	0
Residential	0	0
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	77
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	83
Overall total adults + under 18s	83	