

Organisation name	St George International, London
Inspection date	14–17 August 2018

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 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.	Not met

Recommendation
We recommend that accreditation be placed under review because the section standard for Safeguarding under 18s was not met and there were weaknesses in publicity, accommodation and legal compliance. The period of review to be ended by a spot check within 6–12 months focusing on these areas.

Summary statement
The summary statement has been withdrawn and should not be used.

Introduction

St George International (SGI) is a school located in the centre of London providing courses for adults and juniors. For many years it has had a teacher training department running externally validated pre-service and post-experience teacher training courses. Successful teacher trainees are often recruited to work in the main school or on its vacation course for under 18s. Many trainers also teach on the English language programmes.

The decision to open a junior vacation centre had been taken just a few months before the inspection took place.

The inspection lasted three and a half days and included a day's visit to the junior centre. At the main school inspectors had meetings with the principal, the director of studies (DoS), the registrar/accommodation officer, the student support officer/leisure programme organiser and the business development manager. There were focus group meetings with the teachers and the students.

At the junior vacation centre there were meetings with the centre director/head of young learners, the local site manager and a short discussion with the intern-receptionist. There were focus group meetings with the teachers, activity leaders (ALs), and separate sessions with the primary and secondary students.

All teachers were observed at both centres and one inspector visited two homestay providers and a student residence.

Address of main site/head office

Kenilworth House, 79–80 Margaret Street, London W1W 8TA

Description of sites visited

St George International (SGI) occupies the ground floor and the adjacent lower ground floor of an older-style property in a street in central London. The open plan reception area on the ground floor is also the office for the management and administration staff. The teachers' room is at the end of the corridor running down from the reception. There are 16 classrooms of various sizes on both the ground and lower ground floors. Some are used for one-to-one teaching only. One room doubles up as a student study centre and others as additional spaces for teachers to use during breaks. There is a student recreational area on the lower ground floor.

University of Westminster (Wells Street, London W1T 3UW). In July and August several classrooms are used in these premises, which are just a short walk from the main school.

The British American Drama Academy (BADA), (14 Gloucester Gate, London NW1 4HG), is situated close to Regents Park in central London, and provides classroom and office accommodation for the junior vacation centre. There is a reception area on the ground floor and five classrooms on the ground and first floors. Access to some classrooms requires students to leave the front entrance and re-enter the building on the side. There is a student dining room in the basement area and the staffroom is situated on the first floor.

All sites were in use at the time of the inspection.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" 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 'standard English course' at the main school has three hours of classroom study each morning from Monday to Friday. This programme can be combined with other options in the afternoon such as 'mini-groups', where different topics are covered, and when students are involved in activities more geared to independent language production.

Topics may include business English.

Academic English and Exam Courses prepare students for the IELTS test or for university entrance, with English for specific purposes classes in the afternoon. In addition, there are courses which prepare students for external EFL examinations. Abbreviated versions of some courses are offered in the evening and aimed at students who are in full-time work. Tailor-made one-to-one courses are always available and may be offered in combination with the standard English course. Day courses are for adults aged 16+ and evening classes are open to adults aged 18+.

The junior vacation programme runs for ten weeks from the middle of June to the end of August. There are two separate programmes for six to nine and ten to 17 year-olds. These combine 15 hours per week of English with a programme of excursions and activities, including Saturday excursions for the 10–17 year-olds.

Accommodation profile

The school offers accommodation in eight student residences and homestay for children (11–17) on the junior course and for students (16+) in the main school. Homestays (full board, half board or bed and breakfast) are in zones 2–4 but within 50 minutes' journey time of the school. All but one of the residences are in zone 1, the most frequently used residence being ten minutes' walk from the school.

Students aged six to nine were for the most part staying either with their families or in a homestay with a parent. Children in accommodation arranged by an overseas agent rather than the school were staying in homestay under the supervision of a group leader.

When necessary, and particularly in July and August, homestays are sourced through accommodation agencies. One inspector visited two homestays and one of two residences in which several students were staying at the time of the inspection. The residence, which is ten minutes' walk from the school and has a range of facilities, offers standard single rooms with shared facilities and ensuite single rooms; breakfast is provided.

Summary of inspection findings

Management

The provision meets the section standard. Documentation and procedures are in place to disseminate the school's values although future planning is insufficiently detailed or specific. Communication is good, human resources procedures are generally well managed and staff feel supported. Student administration is carried out effectively. Publicity generally provides a clear picture of the centres although there are some inaccuracies. There is a need for improvement in *Publicity*.

Premises and resources

The provision meets the section standard. The premises provide students and staff with an appropriate environment for work and relaxation. There is a range of teaching and learning resources available to benefit the students. Teachers and students receive advice on how to make use of the resources available to them. All resources are routinely reviewed to ensure their effective deployment.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic management and teaching team has a good professional profile that meets the needs of the students. Teachers receive support and guidance to ensure that they assist the students effectively in their learning, although teachers working with junior students need more support. Courses are structured and managed to provide benefit to students. The teaching observed met the requirements of the Scheme. *Academic management*, *Learner management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard. Students' needs for security on the school premises, pastoral care, information, and leisure opportunities are met. However, there is as yet no comprehensive plan to respond to an off-site critical incident, the school's systems with regard to its own homestay accommodation do not fully meet Scheme criteria, and attention is needed to risk assessments for adults on off-site activities. There is a need for improvement in *Accommodation*.

Safeguarding under 18s

The provision does not meet the section standard. The safeguarding policy makes no provision for juniors under the age of 16, and is insufficiently explicit about safer recruitment policies. There are no special requirements for students under the age of 18 who are not staying in accommodation arranged by the school. There is a need for improvement in *Safeguarding under 18s*.

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.	Not 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.	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.	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.	Not met

Comments

M2 Although there is an organisation plan there is no systematic timetable for the steps that need to be taken for its successful implementation.

M3 The criterion is met overall although the course director at the junior centre was required to fulfil a large number of different roles.

M4 As the school is small with an open-plan office, informal communication is regular and effective. There is in addition a range of timetabled and documented meetings. Staff reported that communication works well.

M6 Staff feedback is collected informally on an ongoing basis and systematically at the end of summer courses and when staff leave. Recommendations are acted upon and recorded in writing.

M7 Although a self-evaluation was submitted prior to the inspection, it was not completed against Accreditation UK criteria.

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

Comments

M8 Policies and the company handbook give comprehensive information on recruitment and the terms and conditions of employment. Staff feel valued and spoke very positively about the supportive approach of management.

M11 The criterion is met although staff at the junior centre felt their induction was not as effective as it could have been as there was an insufficient focus on course design and teaching.

M13 Because of its role as an established teacher training centre, the school has a strong policy of continuing professional development, which includes support for upgrading teaching qualifications and a policy of developing staff careers within the organisation.

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.	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

Comments

M14 Students in focus group meetings commented very favourably on the helpfulness and friendliness of all staff, who also reported they felt very well supported in their work.

Publicity	Need for improvement
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.	Not met
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.	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.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

The principal means of publicity is the website. There is also a brochure which can be downloaded from the website, although the printed version is no longer in use. Some promotional videos are available on the internet.

M22 Although some changes were made during the inspection, there are still some claims which cannot be supported by objectively verifiable evidence. Examples include 'over 50 years of teaching excellence' on the front page of the brochure and a video stating that SGI is the 'best little school' in London.

M23 The criterion is met overall, although some inaccuracies and repetitions are present in the brochure.

M24 The criterion is met overall, although some information on course content is unclear or inconsistent. Examples include the description of the university foundation course in the brochure and the mixing of hours and lessons, when describing the intensity of a course.

M26 The information provided focuses only on students aged 16 or 17 studying at the adult school.

M27 The criterion is met overall although the brochure does not mention that the school sometimes uses homestay agencies.

M28 Although some inaccuracies were corrected during the inspection there were still mistakes in the brochure.

M29 A previous version of the Accreditation Scheme marque was still being used in the brochure although the majority of instances of this were corrected at the time of the inspection. In addition, it was not always clear that certain programmes are not covered by the Scheme. Examples include online/interactive video courses and teacher training.

Premises and resources

Premises and facilities	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.	Strength
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

P5 Signage is clear and consistent. There are good facilities for the provision of information and this is always presented in a stylish and attractive way.

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

Comments

P12 At the main school reviews of teaching and learning resources take place at the end of each course when recommendations for textbook change are made. The junior programme was using materials specifically developed for the new course and they will be systematically reviewed at the end of the season.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Not 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.	Strength

Comments

T1 Four teachers at the adult school did not have a Level 6 qualification. Three of the rationales for their employment were accepted within the context of this inspection as these teachers either had an appropriate professional profile, post Level 3 qualifications, and some higher level educational experience or were participating in a TEFL diploma course. However, with regard to one teacher, there was no evidence of any further educational training since school other than the completion of a certificate-level training certificate so the rationale for this teacher was not accepted.

T4 The DoS at the main school is TEFLQ with considerable academic experience. The director of the junior programmes is TEFLQ with a great deal of appropriate experience working with younger students.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength

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.	Met
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

T5 Teaching skills, experience and qualifications are systematically matched with specific programmes. The range of tailor-made one-to-one and university foundation courses requires a careful deployment of teaching resources. In addition, many teachers have followed the SGI teacher training courses and are recruited with a close knowledge of their individual teaching abilities.

T7 There is a policy of timetabling certain teachers to be on cover duty. This means it is easier to deal with any unplanned teacher absences in an effective way. Cover at the junior centre is provided by staff from the main school.

T9 The criterion is very well met at the main school. However, at the junior centre day-to-day guidance was not always effective because there was less support available.

T10 Observations are regular and effective. Drop-in, informal observations take place soon after teachers have started work and are supplemented with more formal observations during their employment. Feedback is detailed and includes action points. All teachers had been observed and reported that the procedure had been constructive and helpful.

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.	Met

Comments

T11 The criterion is met overall with modern coursebooks forming the basis of general English courses at the main school. However, on the junior programme there was insufficient support in assisting inexperienced teachers in designing a course with the materials provided.

T15 There are a number of ways in which independent learning is promoted at the main school. These include giving every student a digital practice file with exercises, useful internet links and recommended apps. Staff are available on a regular basis to provide help with homework and advice on self-access learning. Independent learning tasks are actively promoted in the materials developed for the junior centre.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
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.	Strength

Comments

T17 A range of effective and appropriate techniques is used to place students in classes appropriate to their level and learning needs. At the main school this is linked to an initial, detailed profiling of individual students' learning and language needs.

T18 The main school adopts very effective procedures for monitoring students' progress. All group students studying for more than four weeks have an Individual Learning Plan (ILP). The ILP is used to monitor closely students' progress and attainment over the period they are at the school. All ILPs are managed by the academic management team and involve regular tutorials.

T21 All junior students receive a final course report, which evaluates progress. Individual comments on the student's work are also provided by the teacher. At the main school detailed reports are provided on request.

T22 The student support officers at the main school have followed specialised training programmes to provide students with all the information and support they require to progress to mainstream UK education.

Classroom observation record

Number of teachers seen	23
Number of observations	23
Parts of programme(s) observed	All

Comments

None.

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.	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.	Strength
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.	Strength
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 generally showed a satisfactory knowledge of the linguistic systems of English and skill in demonstrating this to students. They provided accurate and appropriate models of both spoken and written English, although some non-standard usage and inaccuracies were noted.

T24 The content of the lessons was generally very appropriate for the overall course objectives and the age of the students. This included the detailed exploitation of the London environment on the junior programme. The best teaching was very sensitive to different learner needs and this was reflected in detailed student profiling in the course plans.

T25 Lessons were well planned and relevant learning outcomes were made known to students. There was a logical progression through the segments observed and teachers signposted the different phases of the lesson and course overall. Course coherence was underlined with references to previous lessons and future activities.

T26 A good range of appropriate teaching and learning techniques was used to achieve the course objectives. Teachers promoted student engagement through elicitation, and the most successful teaching used techniques to encourage student interaction and personalised use of new language. Mingling and matching exercises, games, competitions and small group activities promoted a lively atmosphere. There were good prompts to promote

extended speaking turns and several teachers showed considerable skill in their overall classroom methodology. Some one-to-one teaching was very well managed.

T27 A range of resources was used to facilitate learning, including educational technology. Pictures, small cards and realia promoted student interaction and interest. Furniture was effectively rearranged to encourage small group work and student interaction.

T29 Teachers used appropriate concept questions, linguistic exercises and revision to evaluate whether learning was taking pace. However, teachers did not always monitor whether students could use new language in contexts additional to the original teaching input.

T30 Teachers generally had engaging and authoritative classroom presences and there was a positive and good-humoured classroom atmosphere. Several teachers used novel ways of nominating and involving students and instructions were clearly delivered. Students were engaged and participated well in classroom activities.

Classroom observation summary

The teaching observed met the requirements of the Scheme. Teaching ranged from very good to satisfactory with the majority being good or better. Teachers displayed an appropriate knowledge of English and generally presented acceptable models for students to follow. Lessons were planned to meet the needs of students and the course objectives and classroom activities were coherent and purposeful. Techniques were varied, appropriate, with a number of suitable resources being used to enhance learning. Teachers had a good presence in the classroom and managed their classes in a positive way.

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.	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 with students' personal problems.	Strength
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.	Not met
W8 Students have access to adequate health care provision.	Not met

Comments

W2 There is no comprehensive critical incident plan. During the inspection, text was drafted which outlines action to be taken in the event of a major incident in the vicinity of SGI but this needs to be further developed.

W3 The two student support officers (SSOs) in the main school are named in the student welcome pack and their photos are on display. The SSOs make themselves known to under 18s, check that their contact details are correct and that they have the school's emergency number, and ensure that they are fully aware of school rules for under 18s. The centre manager is responsible for pastoral care in the junior school.

W4 The abusive behaviour policy is written in language that would not be easily accessible to students with limited language proficiency. However, it is explained during the welcome talk and in posters in terms of British values. In the junior school, this criterion is covered through a welcome talk which makes effective use of graphics and simply written school rules. Evidence was seen on both sites that any incidents involving abusive behaviour are dealt with appropriately and detailed records kept.

W7 The pre-arrival student welcome pack for the main school contains some useful practical information, but this does not extend to legal compliance. The induction talk for students in the junior school covers some aspects of this criterion but in general the criterion has little relevance for most students in the junior school, who are under the supervision of parents or guardians. The welcome pack was amended following the inspection to include a short section on legal compliance and this is no longer a point to be addressed.

W8 There is clear information on entitlement to NHS medical services in the student welcome pack, but no specific reference to dental treatment. The main school, the junior school, and the residences where students are accommodated all have sufficient first aiders. The welcome pack was amended following the inspection to include a

short section on dental treatment and this is no longer a point to be addressed.

Accommodation (W9–W22 as applicable)	Need for improvement
<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.	Not 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.	Not 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.	Not 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

The school has a limited number of homestay hosts which it has recruited itself. When demand exceeds supply, it makes use of accommodation agencies, particularly in July and August. The three agencies used are all registered with the British Council.

W11 The provider does not explicitly inform its own homestay hosts that they are legally required to carry out a fire risk assessment (FRA) or ensure as part of its regular checks that FRAs are in place.

W13 One example was seen of effective and appropriate follow-up in a case involving an agency homestay. However, there was no evidence that student dissatisfaction with homestays, as reflected in negative end-of-course feedback, is routinely investigated.

W14 The provider's rules for its own homestays do not make it clear that students with the same first language should not be accommodated without authorisation. Nor does it specify expectations in relation to, for example, hanging space or workspace.

<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.

<i>Accommodation: other</i>	
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.	Not met

Comments

W22 Student residences are visited and evidence was seen that a checklist-based record is kept. Publicity says that the school can also recommend hotels and the website shows two hotels which have been 'selected'. Students making enquiries are sent web links to these hotels but make their own bookings. Although both hotels have received positive feedback from students, no monitoring visits have been carried out. Immediately following the inspection, the school removed all reference to the hotels from its publicity, and this criterion is now fully met.

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.	Strength
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.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 Leaflets and other information on places of interest are displayed in reception and in the student common room of the main school. The website gives suggestions for places to visit in London, and posters recommend what to see and do in specific areas of London. The school's own optional programme is well publicised through posters and on the website. Assistance with booking events, such as Saturday trips, is available.

W24 The main school leisure programme includes a good variety of free and paid activities. In the junior school, leisure activities are part of the programme and, for students aged ten to 17, linked to a series of appropriate weekly themes; the younger children (aged six to nine) follow a different programme suited to this age range. Saturday trips are compulsory for unaccompanied children in homestay. There is good provision in the junior school for wet weather activities.

W25 In general, activities across both sites meet the criterion. However, written student feedback and feedback from student focus group meetings indicate that ALs accompanying students on museum/gallery visits need to be better informed.

W26 The risk assessment used for the main school is generic. It includes special measures related to under 18s, but does not cover travel by public transport or guidance on how to respond in an emergency. An appendix to the main school risk assessment was drafted in the course of the inspection to cover guidance on how to respond in an emergency. However, this criterion is still not fully met. Procedures for taking the junior students off-site were observed and were entirely satisfactory. Risk assessments for junior school activities were not available at the time of the inspection, but these were supplied later, and meet the requirements of this criterion.

W27 Suitable arrangements are in place for the main school. Walks are led by a former teacher of the school who is also a trained guide. The school's conversation club and homework club are led by teachers, as are other off-site activities. Junior school activities may be supervised by teachers, but off-site activities are sometimes supervised only by young ALs with no special experience and only on-the-job training.

Safeguarding under 18s

Safeguarding under 18s	Not 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.	Not 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.	Not 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.	Strength
S7 There are suitable arrangements for the accommodation of students.	Not 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

In the week of the inspection, there were nine students under the age of 18 in the main school. Eight of these, aged 16–17, were integrated in adult classes. The ninth, aged 14, was taking one-to-one lessons only, and his sister, aged 17, was a student in the school. In the junior school at Gloucester Road, which takes learners aged six to 17,

there were 46 students, six of whom were under ten years of age. Year round, under 18s represent approximately 12 per cent of the total number of students.

S1 The policy focuses too narrowly on students aged 16+. The designated safeguarding lead (DSL) and the designated safeguarding officer (DSO) are both based at the main school and the centre manager at the junior school, who is trained to an appropriate level, is not referred to, either by role or name. The policy makes no provision for a delayed suitability check. There is reference to safe recruitment, but no specific requirement that, for example, two references should be given or that referees will be asked to comment on an applicant's suitability to work with under 18s if this is likely to be relevant (see also S4).

S4 Reference requests for teachers do not ask specifically about suitability to work with under 18s and references had not been requested for all teachers recruited to teach at the junior school following completion of an SGI teacher training course. Telephone references had been taken for four homestays prepared to host under 18s, but no records of these telephone calls had been retained, and no other reference had been requested.

S6 The school's policy is that students under 14 are not permitted to travel independently. They must therefore either be accompanied by a parent/guardian or adult nominated by the parent/guardian or use the bus service organised by the school, which will pick them up and drop them off at their accommodation. The main school has clear rules for students aged 16+ in homestay, which include a curfew of 23.00, and explicit rules, including graduated curfews, for unaccompanied junior school students of 14–17 who are staying in homestay.

S7 There are no special requirements or rules for students aged under 18 who are staying in residential accommodation booked through the school. At the time of the inspection, two siblings aged 17 and 14 were staying in an adult residence with parental consent, but the emergency contact for the younger child was shown as his older sister. Where arrangements have been made by the parent/guardian for a student under the age of 18 to live independently, no details are required other than the address and telephone number.

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 Sampling identified the following issue: the main syllabus's photocopying requirements results in teachers potentially breaching the terms of the school's copyright licence; the school should seek further advice from the relevant regulatory body.

Organisation profile

Inspection history	Dates/details
First inspection	1992
Last full inspection	October 2014
Subsequent spot check (if applicable)	August 2015 (Ardingly summer centre)
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	Externally validated pre-service and post-experience teacher training courses and methodology courses for overseas teachers
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	School in Vicenza Italy

Private sector

Date of foundation	1962
Ownership	Name of company: St George international Ltd Company number: 00800021

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	None
--	------

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	73	92
Full-time ELT (15+ hours per week) aged 16–17 years	7	5
Full-time ELT (15+ hours per week) aged under 16	51	51
Part-time ELT aged 18 years and over	29	47
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	160	195
Junior programmes: advertised minimum age	6	6
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Chinese, Italian	Chinese, Saudi Arabian
Adult programmes: advertised minimum age	16 (day) 18 (evening)	16 (day) 18 (evening)
Adult programmes: typical age range	18–40	18–40
Adult programmes: typical length of stay	4 weeks	4 weeks
Adult programmes: predominant nationalities	Italian, French, Japanese	Italian, French, Japanese

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	23	23
Number teaching ELT 20 hours and over a week	9	
Number teaching ELT under 19 hours a week	12	
Number of academic managers for eligible ELT courses	4	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	4
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	4

Comments

One academic manager was teaching ten hours a week during the inspection as a result of a last minute one-to-one enrolment.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	8
TEFLI qualification	15
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0

Total	23
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	19	3 (inc. 1 with parent)
Private home	0	0
Home tuition	0	0
Residential	13	2
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	11	26
Staying in privately rented rooms/flats	59	0
GROUP IN HOMESTAY ORGANISED BY AGENT		27
Overall totals adults/under 18s	102	58
Overall total adults + under 18s	160	