

Organisation name	St Giles, Cambridge
Inspection date	26–27 September 2023

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.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W1 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited St Giles, Cambridge in September 2023. 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 school offers courses in general English for adults (18+) and young people (14+) and vacation courses for adults (18+), young people (14+), and closed groups (12+).</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, premises and facilities, learning resources, academic management, teaching, and leisure opportunities.</p> <p>Overall, the inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

St Giles purchased a former accredited school of English in June 2017. The school continued to trade under its former name until it was rebranded as St Giles International, Cambridge in January 2018. A full inspection of the school took place in March 2018, followed by two spot checks in 2019 to focus on the consolidation of St Giles' methods and practices and to inspect the new vacation courses for under 16s.

Since the pandemic there have been some changes to the management structure; these included the appointment of a new principal in January 2023. He transferred from St Giles, London and has academic responsibility for the school as well as day-to-day operational management. The accommodation and welfare manager was also new to the school in 2023.

The inspection took one and a half days. Meetings were held with the principal, the accommodation and student services manager and the social programme organiser. A video call was held with the general admissions' registrar who is based at the centralised registration and bookings office in Brighton. All six teachers teaching in the week of the inspection were observed, and meetings were held with teachers, a group of students (adults and juniors).

Address of main site/head office

52 Bateman Street, Cambridge CB2 1LR

Description of sites visited/observed

The main teaching premises are in a residential road near the station within easy reach of the city centre. The building is a three-storey Victorian house with a basement. There are eight classrooms over the three floors, a staffroom and staff kitchen, a café/student common room, offices and a reception area. A paved terrace area for staff and student use extends to the rear of the building.

Additional premises, a ten-minute walk away, provide three classrooms, an office and a student relaxation area. They are used during the summer vacation period only.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

General English courses are run including examination preparation classes (IELTS and externally validated English examinations). Four levels from pre-intermediate to advanced were running during the inspection week. During the last 12 months, English for Business courses have been run in the afternoons; these are usually combined with a morning general English course. Students can also combine one-to-one classes in the afternoon with a morning programme. At the time of the inspection there was a group of 13 Swiss students

The minimum age for adult courses is 16 but, very occasionally outside peak periods, students aged 14+ may be placed on adult courses at the discretion of management. This is made clear, to all parties, in the publicity and each case is carefully risk assessed.

Management profile

St Giles Cambridge is managed by the principal, reporting to the centrally based group director and deputy director. Academic management is co-ordinated by the principal with academic oversight including course design, teachers' professional development and academic quality assurance assisted by the group director of studies. Welfare and safeguarding are managed by the principal who is also the designated safeguarding lead (DSL) and student services officer who is the deputy safeguarding person (DSP).

Accommodation profile

The school offers homestay accommodation as well as private homes, which they manage themselves. There are currently forty active providers. Recently they have also started offering a self-contained studio unit in the garden of a former homestay host. At busy times they occasionally use homestays provided by an accommodation agency.

Summary of inspection finding

Management

The provision meets the section standard and exceeds it in some respects. The school has clear goals and values and sound quality and review procedures. Staff management is efficient, and communication is very effective. There is good human resources support and development for staff. Student administration is carried out with care and attention. Publicity includes the relevant information and is clearly laid out. The management of the provision operates to the benefit of students and in line with Scheme requirements. *Strategic and quality management*, and *Staff management* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are good, well maintained and equipped, providing a very comfortable environment for study and relaxation. There are appropriate resources available and guidance on their use is provided for staff and students where needed. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic programme is very well managed and delivered by the academic team. Course design is appropriate and meets the needs of the students. Learner management has appropriate processes and is managed very effectively. The teaching observed met the requirements of the Scheme. *Academic management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students receive a very good standard of pastoral care, but the security of the building is inadequate. The management of accommodation is mostly suitable, but there are no records of recommended accommodation being monitored. The leisure programme is full and varied with good staff support. *Leisure opportunities* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. Some details were missing from safeguarding policies, but these were added during the inspection and are no longer points to be addressed. Staff training and support regarding the care of under 18s is very good across the school.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing	Met

improvement. Appropriate action is taken and recorded in an annual self-evaluation.	
Comments	
M1 The school has a clear mission statement which is made known to stakeholders in a number of ways, including posters and reference to it in staff and student handbooks. There was evidence that it was integral to the working of the operation and that staff felt involved and valued.	
M2 There is a shared understanding of a clear set of organisational objectives, progress is monitored and there was evidence of implementation.	
M3 The organisational structure is very clear and is made known to staff and students through handbooks and posters and on display boards. There are enough staff to ensure continuity at all times.	
M4 Communication is very effective within the school, across the wider organisation and with other stakeholders such as homestays. There are regular and minuted meetings.	
M5 There is a clearly documented policy and evidence that feedback is analysed and used to improve services was provided.	
Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
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.	Strength
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	
M10 Recruitment procedures are very thorough for both academic and administrative staff and there was evidence of their consistent implementation.	
M12 There is a supportive appraisal procedure which sets clear targets and identifies areas for improvement as well as recognising achievements.	
M13 Continuing professional development (CPD) is an integral feature of the school and all staff have a variety of opportunities to develop their skills. CPD for teachers takes place very regularly and enables them to share ideas with others and collaborate on projects.	
Student administration	Met
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
Comments	
All criteria in this subsection are fully met.	
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.	Met
M23 All publicity and information about the provider and the services it offers is in clear,	Met

accurate and accessible English.	
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 organisation's publicity materials comprise a website, an online brochure, and a social media presence. The website is the main source of publicity.

M27 Private home accommodation is available but the difference between this and homestay accommodation is not made clear.

Premises and resources

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.	Met
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.	Strength
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 provide students with a very comfortable and professional environment. They include, for example, a small but inviting outdoor courtyard space suitable for break times and BBQs.

P3 The student common room is welcoming and comfortable and provides an appropriate location for students to relax and take their breaks. Staggered break times enable junior and adult students to make the most of the facilities.

P4 The small cafe is popular with students and offers a hot and cold option for lunch. Microwave facilities are also available to students who bring their own lunch. Alternatively, there is a selection of cafes and eateries a short walk from the school.

Learning resources	Area of strength
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.	Strength
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.	Strength
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.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P7 There is a large number of well-organised teaching and learning resources for teachers to use on all courses and at all levels. These include a wide range of both digital and physical resources.

P9 All classrooms include interactive whiteboards, and tablets are available for student use in the study room and the common room. Staff receive very good initial IT training and additional support on how to use the resources if required. Prompt technical assistance is available.

P10 The virtual learning environment (VLE) is an integral and effective part of student learning and academic management.

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.	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

T4 The principal is academically very well qualified. His academic leadership experience in another St Giles centre has enabled him to implement group policies effectively and tailor systems to the Cambridge school context.

Academic management	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.	Met
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.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T8 Continuous enrolment is embraced positively; support for students and teachers is very comprehensive.
 T9 Teachers commented favourably on the day-to-day guidance available in planning and delivering the courses. Weekly in-service training sessions provide further ideas and are frequently linked to points identified in lesson observations. The academic manager (principal) is always accessible, and he fosters a collaborative culture among the teachers who share ideas and opportunities.
 T10 Regular observations, including 'drop in' and developmental observations, take place and staff commented positively on the support received through observation and feedback.

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.	N/a
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 Constructive study habits are encouraged during courses, supported by attractively presented study leaflets for example, 'A study guide to social media', 'A study guide to vocabulary'. Continued access to the VLE after students

have completed their course enables students to continue their studies beyond their UK stay.
 T16 Strategies are embedded in courses via the course materials used and the VLE. Imaginative homework tasks, set by teachers, encourage students to engage with the local environment and their homestay hosts.

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.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
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

T18 Smooth and effective assessment procedures, including tests and tutorials, track students' learning and progress. Records are easy to maintain on the VLE and accessible to teachers and students at any time.
 T19 Clear target-setting and support are available to all students, and they commented very positively on the support they received.

Classroom observation record

Number of teachers seen	6
Number of observations	6
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.	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.	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.	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

Comment

T23 Teachers provided accurate models of spoken and written language. The illustration of grammatical structures and of lexis was good. Teachers managed students' questions about lexis and grammar very effectively and there was occasional reference to phonological features. Metalanguage was used to good effect.

T24 Teachers devised plans which served to meet the course objectives. Concise but informative student profiles were included. There was good personalisation of content.

T25 Plans stated clear and appropriate learning outcomes. Lesson outcomes were made known to students at the start of the lesson. Plans indicated how outcomes would be reviewed and evaluated at the end of the lesson. Learning objectives were achieved by means of well-staged activities.

T26 A range of appropriate techniques was observed, including eliciting and prompting, and the illustration and checking of meaning.

T27 The management of seating arrangements, pairing and grouping encouraged student interaction in most cases. Resources were used effectively and included handouts, whiteboards/slides, and audio and video materials.

T28 Immediate and delayed correction was incorporated into lessons, and use of gestures and prompts to encourage self-correction were seen in some segments.

T29 There was a sound range of engaging practice and testing activities. Students were encouraged to evaluate their own learning on occasion.

T30 Teachers created a positive sense of purpose. Students were attentive and fully engaged. Teachers were very supportive and focused on student's needs (both linguistic and in terms of confidence).

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being good. Teachers displayed a good knowledge of English and presented illustrative and appropriate models for students to follow. Lessons were well-planned and met the needs of students and the course objectives. Classroom activities were coherent and very purposeful. Techniques were varied and appropriate, with resources used to enhance learning. Correction of mistakes was effective. Students were fully engaged, and teachers had an appropriate presence in the classroom.

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.	Not 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.	Strength
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.	Strength

Comments

W1 Although the security of students is generally well provided for, the lack of supervision or CCTV at the front door in the morning presents an unnecessary risk.

W2 The emergency plan was missing some important aspects, but these were added during the inspection and this is no longer a point to be addressed.

W3 Students receive an excellent standard of pastoral care. There are notices around the building encouraging students to seek support and in the focus group, students spoke very positively about the care and attention they receive from staff. There is also a pastoral aspect to tutorials and a welfare and safeguarding meeting is held every Friday.

W4 There are very robust policies in place to promote tolerance and respect and these are supported by student-friendly notices in every classroom.

W8 A high proportion of the school staff are trained in first aid, and the SSO accompanies students to visit healthcare professionals when the need arises.

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.	Strength
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	
W13 Any issues arising with accommodation come to light through initial induction meetings, first-week questionnaires and tutorials. The student services team are quick to respond and provide constructive feedback to hosts.	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Not 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	
W16 Some accommodation, accommodating more than four students (private home) has been offered as homestay. All other criteria in this subsection 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 The school recommends a local hotel on their website but there are no records of this accommodation having been monitored for suitability.	
Leisure opportunities	
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.	Strength
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 are provided with very good access to social and cultural events in Cambridge as well as around the UK. All events are advertised on the VLE and also around the school. The social programme organiser provides good support with regard to booking tickets and making travel arrangements.

W24 The school offers a full and varied leisure programme. Activities are available four days out of five during the week, and considerable care is taken to ensure all age groups are catered for. Students in the focus group were very pleased with the provision.

W25 The social programme is managed by a full-time member of staff who is proactive in encouraging participation from students. Teachers are involved in the running of activities.

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.	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.	Strength
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.	Not 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 school regularly accepts 16 and 17 year-olds on adult courses and will also accept students aged 14 or 15 on the same if this is considered appropriate. A rationale is provided for this in each case. At the time of the inspection, there were four students under 18 enrolled on adult courses, including one 15 year-old. At peak times approximately 30 under 18s are enrolled, but those under 16 are mostly taught separately from adult courses.

S1 The safeguarding policy was missing some required information, but this was added during the inspection and is no longer a point to be addressed.

S2 The safeguarding training profile of the staff is good, and staff receive frequent updates through weekly safeguarding meetings.

S5 The risk assessment for the placement of the 15 year-old was satisfactory.

S6 The system for managing requests for overnight stays from students or their parents did not include a right to refuse from the school and was not made known to students in advance. This was amended during the inspection and is no longer a point to be addressed.

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	March 2018
Last full inspection	March 2018
Subsequent spot check (if applicable)	July 2019
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	St Giles London Central, St Giles London Highgate, St Giles Brighton, St Giles Eastbourne, St Giles Juniors
Other related non-accredited schools/centres/affiliates	St Giles Vancouver

Private sector

Date of foundation	1955
Ownership	Name of company: St Giles Schools of Languages Ltd. Company number: 5966
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	St Mary's Sixth Form 2 Brookside, Cambridge CB2 1JE Two classrooms used in the summer for under 18s when St Giles Juniors are using the building.

Student profile

	At inspection	In peak week: July
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	16	60
Full-time ELT (15+ hours per week) aged 16–17 years	16	29
Full-time ELT (15+ hours per week) aged under 16	1	15
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	0	0
Overall total ELT/ESOL students shown above	33	104
Junior programmes: advertised minimum age	14	14
Junior programmes: advertised maximum age	16	16
Junior programmes: predominant nationalities	Taiwanese	Taiwanese, Swiss, Turkish
Adult programmes: advertised minimum age	14	14
Adult programmes: typical age range	17–32	18–31
Adult programmes: typical length of stay	7 weeks	4 weeks
Adult programmes: predominant nationalities	Saudi Arabian, French, Italian	Turkish, Swiss, Spanish

*It is made clear in school literature that in some cases students aged 14–17 on the Junior programme will join an adult class if it is deemed appropriate or necessary.

Staff profile

At inspection	In peak week July
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Total number of teachers on eligible ELT courses	6	12
Number teaching ELT 20 hours and over a week	6	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	0	
Total number of support staff	4	

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	0
Total	1

Comments

The principal is also the academic manager. He has no regular timetabled teaching but can provide teaching cover if there is insufficient capacity in the cover system.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	6
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	11	18
Private home	1	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	1	0
Independent self-catering e.g. flats, bedsits, student houses	1	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	1	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	15	18
Overall total adults + under 18s	33	

Post MA