

Organisation name	St Giles Juniors UK
Inspection date	3–5 July 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.	Met
Recommendation	
We recommend continued accreditation. The next full inspection should take a place at a time when all centres are in operation.	

Summary statement
<p>The British Council inspected and accredited St Giles Juniors in July 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This private language teaching organisation offers vacation courses in general English for under 18s and adults (16–19).</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

St Giles started running junior summer camps in 2005, initially in partnership with another organisation. Since 2012 St Giles has run all St Giles Juniors courses independently. The provision is managed by the St Giles Juniors director and a team of administrators, based at the St Giles Brighton school.

In summer 2018 general English residential courses for groups and individuals were offered in six centres for periods of four to six weeks. Ages accepted vary from centre to centre; the overall age range is eight to 19 years. Courses include full-board residential accommodation and a leisure programme of excursions and activities.

Family courses for parents and students aged seven to 15 years are run in London and Brighton for eight and nine weeks respectively. Parents are taught in the local year-round St Giles school and children are taught separately. Accommodation is in homestay, hotel or self-catering accommodation and a leisure programme is available.

The inspection was carried out by two inspectors over three days. The Bournemouth and Canterbury centres had not yet opened at the time of the inspection. It was decided to visit the Cambridge centre unannounced on the first day, the Oxford centre on the second day and the Brighton head office on the third day. Both these centres had opened a few days before the inspection.

The Cambridge residential centre at Sidney Sussex College, Cambridge had 12 students aged between 14 and 17 years, all following a programme of 25 lessons (20.8 hours per week). Meetings were held with the centre manager/academic manager, the activity manager and the college conference and events manager. Focus group meetings were held with students and teachers. Three teachers were scheduled to teach during the week of the inspection. However, one was part-time and could not be observed on the days of the inspection. The other two teachers were observed by both inspectors. The residential accommodation was also inspected.

The Oxford residential centre at Oxford Brookes University, Wheatley Campus, had 80 students aged between 11 and 17 years, following a programme of 20 lessons (16.7 hours). Meetings were held with the centre manager, the academic manager, the academic manager and the activity manager. The college venue and operations manager was not available on the day of the inspection, but was interviewed on the telephone shortly afterwards. Focus group meetings were held with students and teachers. All six teachers were observed. The residential accommodation was also inspected.

At the head office in Brighton meetings were held with the St Giles Juniors director, the operations manager, the registrar and finance officer, and the administrator. Documents held at the head office were sampled.

Address of main site/head office

1–3 Marlborough Place, Brighton BN1 1UB

Description of sites visited

The Cambridge centre is at Sidney Sussex College, Sidney Street, Cambridge CB2 3HU in the centre of the city. The college is set out around two traditional quadrangles and has a historic dining room where students take meals. The premises are shared with other teaching organisations. The school has use of two offices, three classrooms (two of which are in a separate building opposite the side entrance to the college) and a student relaxation room with comfortable seating. The walled gardens provide further space for relaxation and activities. Residential accommodation is in a separate building owned by the college, two minutes from the main buildings.

The Oxford centre is at Oxford Brookes University, Wheatley Campus, Wheatley, Oxford OX33 1HX. St Giles Juniors have exclusive use of the premises, which are located approximately 10 km east of Oxford. The school has use of an office and a student lounge. There are six classrooms in various teaching blocks, all close to the main office. Meals are taken in the modern canteen at the centre of the campus. Residential accommodation is in blocks nearby. The campus is set in extensive grounds, with sports fields and wooded areas. The Wheatley campus is being used by St Giles Juniors for the first time this summer. In previous years courses were held at Oxford Brookes university premises in Headington, Oxford.

The St Giles Juniors head office is located in the St Giles Brighton school on the second floor. The director has an office and the three other members of the administrative team share an adjacent open-plan office.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

English for specific purposes (includes English for Executives)	<input 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 standard course programme consists of 20 lessons per week (16.7 hours) general English; lessons are held in the mornings. This is offered at all centres apart from Cambridge where students follow a 25-lesson programme (20.8 hours). Age ranges accepted vary according to the centre. In centres offering a wide age range, younger and older students are taught separately. The Oxford centre accepts students aged 12 to 17 years, maximum class size 15 students. The Cambridge centre accepts students aged 14 to 17 years, maximum class size 12 students. A choice of language and sports options of five hours per week is available at each residential centre. At Cambridge, examination skills and university studies taster options are included in the course programme. At other centres language and sports options are voluntary and run alongside the leisure programme. Specialist courses in English for future leaders in Cambridge and in English for future coders in London did not run due to insufficient demand, although a computer coding course was offered as an option programme in London instead.

Accommodation profile

Accommodation in Cambridge and Oxford is in residences adjacent to where teaching takes place. At both Sidney Sussex Cambridge, and the Wheatley campus of Oxford Brookes University, accommodation is in lockable single study bedrooms with shared bathrooms. Rooms are suitably furnished. At Sidney Sussex, students are segregated by gender on different floors, with members of staff located on each floor. At Oxford Brookes, students are segregated by gender into 'flats' which are clusters of rooms entered through a locked main door, each with a resident member of staff. Facilities for personal laundry are readily available at each site. Students' meals are provided in the campus dining rooms. A very small number of 'day' students attend the courses and activities but stay with their parents offsite.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The junior courses are efficiently managed by a committed head office team and by experienced centre managers. Effective communication channels are in place. Staff management is well organised. Student administration is efficient and sensitively handled. Quality assurance procedures are of a high standard and are effectively implemented. The publicity gives a fair, accurate and accessible description of the junior course provision. *Strategic and quality management*, *Staff management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard. The premises at Cambridge and Oxford both provide a comfortable and well-maintained working environment for both staff and students. Classrooms at Oxford are modern and spacious. Classrooms at Cambridge are overall of an adequate standard. There are good facilities for student relaxation at both centres. Teaching resources are suitable and are readily accessible. Office provision for the management team in Brighton is appropriate.

Teaching and learning

The provision meets the section standard. Teachers are suitably qualified and experienced to teach the range of courses offered. They are well supported by the academic management team and have detailed manuals to help them meet the needs of their students. The communication-orientated programmes of learning are well designed, although learning outcomes are not always clearly stated or routinely shared with students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students' needs for safety and pastoral care are met. The accommodation and meals provided for students are suitable. Students benefit from a broad, lively and very well-run leisure programme. *Leisure opportunities* is an area of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. Policies and practices to ensure that students under 18 are protected and kept safe are of a high standard. *Safeguarding under 18s* is an area of strength.

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.	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.	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.	Strength

Comments

M1 The goals and values of the organisation are made clear to both staff and students and are highlighted in job descriptions and staff manuals. Notices in the centres make students aware of the organisation's ethos.

M4 There is excellent communication at the centres between teachers, administrators and local college staff. At Cambridge the centre manager benefits from contact with the local adult St Giles school. Head office staff support centre managers effectively and visit the centres regularly. The director holds weekly meetings with the head office administrative team and reports monthly to the group managing director and the sales and marketing director.

M5 Feedback is collected through initial and end-of-course questionnaires, meetings with group leaders, centre visits from head office staff and mystery shoppers enquiring about courses. Students are encouraged to give feedback informally at daily meetings or individually. Completed questionnaires are analysed by the operations manager and trends identified. It was noted that an additional excursion had been arranged in Cambridge at short notice at the request of a group leader.

M7 Review procedures are thorough and comprehensive. After the summer, an analysis of all aspects of the junior provision is undertaken with a view to improving systems. Care is taken to identify staff who may be suitable for promotion.

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.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	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.	Met

Comments

M9 At Cambridge the roles of centre manager and academic manager are combined as student numbers are low. The activities manager is experienced and is able to provide administrative support to the centre manager as required.

M10 Recruitment procedures are robust and rigorously followed. Applicants for senior roles at centres are interviewed separately by both the director and the operations manager, using a detailed interview form. Staff records were sampled and found to be meticulously maintained.

M11 Induction for staff at the centres is well planned and comprehensive. Course starting dates are staggered so that head office managers can attend each two-day induction. Full information is provided in detailed staff manuals and slide presentations. Team building activities are included in the programme. Staff commented that the induction procedure worked well.

M12 There are regular observations of teachers throughout the course, one formal observation and several drop-in visits. Written feedback is provided. All staff are appraised twice during the course. Centre managers receive detailed feedback following visits by head office staff. Head office managers are adept at identifying staff who need additional support.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	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.	Strength
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 Members of the head office administrative team are well trained and helpful. The St Giles Juniors team are regularly awarded top marks in an annual internal quality management project. There is an explicit commitment to customer satisfaction; students confirmed that enrolment was well managed.

M15 Detailed fact sheets provide full information about each centre. Staff adapt standard enquiry replies to address specific questions from enquirers. Pre-arrival information is comprehensive and professionally presented. Group quotations are handled by the sales and marketing department.

M18 Students' next of kin information is collected at enrolment and reconfirmed by students on arrival. The school has telephone contact details for day students but does not routinely record local addresses.

M19 Parents sign a document to confirm that students will attend all lessons and that they accept that discipline rules apply in the case of unauthorised absences. Student roll calls are held at the beginning of the day. Completed attendance registers indicated that there had been no absences at either of the centres visited. Teachers inform managers immediately if a student fails to attend class.

Publicity	Area of strength
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.	Strength
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.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity consists of a website and a printed brochure which is also downloadable from the website.

M22 Information is generally accurate and fair, although the photos of the Oxford centre are of the facilities used in previous years at a different part of the Oxford Brookes university campus.

M23 Information in the publicity is well written and expressed in accessible language. The effective use of tables and graphics means that lengthy text is avoided.

M24 One student at Oxford was aged 11 years; the minimum age is 12 years. There is an appropriate statement in the publicity explaining that students outside the published age range may be accepted exceptionally if they form part of an accompanied group. The publicity also states that five levels are available at Cambridge. Due to low numbers of students only two levels were offered at the time of the inspection.

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.	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.	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.	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 Premises at both centres, though very different in style, are well looked after and are decorated and maintained to a high standard. College staff are on hand at both centres to deal with any maintenance problems promptly.

P2 Classrooms at Oxford are very large, well lit and furnished with modern, flexible furniture. Classrooms in Cambridge are not as large. Of the three classrooms available in Cambridge, one basement classroom was small, had very little natural light and did not provide a comfortable learning environment.

P4 All meals are provided at both Cambridge and Oxford. At Cambridge the food was of a high standard; at Oxford the food was of a reasonable standard. In both cases there was a good choice of freshly prepared food.

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.	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

P9 Technical support is available from college staff at both centres. At Oxford a computer problem in one classroom was promptly attended to.

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 All centre managers employed at the time of the inspection were TEFLQ. The St Giles Juniors director is TEFLQ. The operations manager is TEFLI and also has a qualification in ELT management. Both are suitably experienced.

Academic management	Met
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.	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.	Met

Comments

T10 There was evidence that centre managers had identified areas for teacher development workshops from the brief initial observations undertaken.

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.	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.	Met

Comments

T11 The teachers' manual includes detailed guidance on course design. There is a clear and relevant focus on developing communication skills, with additional information on the weekly themes, preparation for and follow-up to excursions and project work. Lists of activities in published materials relating to the weekly theme are also provided. Guidelines for the English Plus option lessons are available.

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.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
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.	N/a

Comments

T17 Placement is efficiently managed. However, at Cambridge there were only two classes. In one, a student was of a significantly lower level than others in the class.

T18 Lessons on Saturdays focus on reviewing the language areas and themes covered. Brief tutorials are held with each student every two weeks to discuss progress. The weekly project provides teachers with the opportunity to assess students' communication skills.

T21 Students take home their workbooks at the end of their course and these provide a record of work covered.

Classroom observation record

Number of teachers seen	8
Number of observations	10
Parts of programme(s) observed	All including afternoon options

Comments

At Cambridge there were two teachers. Both teachers were observed by each of the inspectors. A third part-time teacher was due to teach at the end of the inspection week and so could not be observed.
At Oxford there were six teachers. Each was observed once.

Teaching: classroom observation	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.	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.	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.	Met

Comments

T23 Most teachers had a good knowledge of English linguistic systems and were able to model language accurately. In a very few cases there was poor modelling and some inaccurate explanations of vocabulary.
T24 The content of lessons was clearly focused on the weekly theme with, in most cases, a good choice of materials and activities. Occasionally, the materials chosen did not exactly match the level of the students. There was a strong focus on giving students opportunities to practise communicating in English, as set out in the teachers' manual. Weaker students were often offered additional help to complete tasks.
T25 Lessons were planned around a coherent sequence of activities. Teachers made clear to students the proposed content of lessons, but this was not always expressed in terms of outcomes. Weekly plans were not always sufficiently detailed and were not routinely shared with students.
T26 A good range of teaching techniques was seen including nomination, elicitation, pre-teaching of vocabulary for reading tasks, and matching exercises. Concept checking questions were effectively used to ensure that students understood what was expected of them. In a few cases, timing was poor and teachers tended to dominate.
T27 Teachers were confident using a range of technology including data projectors, slide shows and video clips. Students were also encouraged, under close supervision, to use their own mobile phones to complete tasks.
T28 In nearly all segments there was excellent monitoring during activities. Students were encouraged to reflect on language and correct each other. Students were frequently praised. In a few cases there was a lack of feedback, particularly on completion of pair-work activities. There was little attention to pronunciation.
T29 Evaluation was mostly through activities and exercises and there were some cases of teachers referring back to previous learning points. Student workbooks were frequently used to consolidate learning.
T30 In some segments, students participated actively and enthusiastically and responded well to the communicative approach. In a few cases, students were less engaged and teachers did not always take steps to ensure that students took an active part in the lessons.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The standard of teaching varied from good to just satisfactory, with the majority being satisfactory. Teachers mostly had a good understanding of the linguistic systems of English and were able to model language effectively. There was a clear focus on encouraging students to engage in communicative tasks to practise language in real-life situations. Lesson aims were not always expressed in terms of learner outcomes and plans were not routinely shared with students. A good range of teaching techniques was observed; educational technology was competently used and well integrated into the lessons. Nearly all teachers were able to engage and motivate their students.

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.	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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met
Comments	
<p>W1 A good range of processes and procedures is in place to ensure students' safety at the premises used. However, the school has not yet carried out its own risk assessments of all the premises it uses, apart from its London centre. Elsewhere, it makes use of the detailed expert assessments that the premises' owners provide. It is planning to extend its own risk assessments to all of these sites.</p> <p>W4 The school emphasises its commitment to tolerance and respect at induction and on posters. However, the wording of some policies is too complicated for students.</p> <p>W6 Unaccompanied students are expected to use the school's transfer service. Information about costs and the time that transfers from airports to centres will take is clear. Students are met by members of a dedicated transfer team who ensure they swiftly continue their journey by road.</p>	
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	
<p>W9 At the Cambridge centre students' bedrooms are light, spacious and newly decorated. Those at the Oxford centre meet requirements and are satisfactory.</p> <p>W15 Meals provided at the Cambridge centre are of a particularly high standard and praised by students. Meals at the Oxford centre are suitably well balanced.</p>	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a

W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
All students are in residential accommodation.	
<i>Accommodation: other</i>	
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.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength
Comments	
<p>W24 The leisure programme at each centre is very varied, imaginative and caters to a wide range of interests. A well-conceived planning cycle ensures the vast majority of students do not repeat excursions or events. Activity managers at each site consider carefully the needs of the few longer-stay students. There are effective strategies to ensure students enjoy any leisure activity they repeat.</p> <p>W25 Each centre has an activity manager and team of activity staff, some of whom are also teachers. As a result, teachers frequently lead activities and accompany students on excursions. Excursions are well planned and staff involved receive a thorough briefing before each one. Activity managers are very receptive to feedback from students and readily add or change activities in response. Leisure facilities and equipment available to students are good.</p> <p>W27 All activity staff receive a very thorough induction to their role before the students arrive on site. More specialised pursuits, such as punting and rope walking, are led by experts from the external organisations who provide the activity.</p>	

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
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.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	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,	Met

legal guardians or their nominated representatives concerning the welfare of students.

Comments

All students following junior courses are under 18.

S1 The policy is extremely thorough and provides very detailed coverage of a wide range of considerations very precisely centred on the junior courses. Safeguarding responsibilities at centre and head office level are appropriate and clearly set out. They include the names and safeguarding roles of responsible individuals at each location. The policy contains detailed, well-considered codes of conduct for staff and students, as well as incident recording proformas. The policy is reviewed every six months.

S2 All teaching and activity staff complete online training at basic level before taking up their posts. Centre and activity managers, as well as the designated safeguarding lead and designated safeguarding officer at head office, complete training in specialist safeguarding for designated leads.

S4 Recruitment procedures for all staff follow safer recruitment guidance thoroughly and exceed it in some respects. For example, written references are followed up by a telephone call from head office staff.

S5 Arrangements to check attendance and follow up any absence are particularly thorough. Staffing levels on excursions are good and routinely exceed minimum requirements. Group leaders joining excursions are in addition to rather than part of the regular staffing complement. Managers responsible for activities have good levels of expertise, often enhanced through previous experience working as activity leaders with the school.

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: copyright guidelines relating to photocopying are not displayed for the guidance of staff. The school should seek further advice from the relevant regulatory body.

Organisation profile: multicentre

1. COLLATED DATA FOR ALL ELIGIBLE CENTRES (INCLUDING THOSE NOT INSPECTED)

Inspection history	Dates/details
First inspection	2006
Last full inspection	June 2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	St Giles International UK
Other related non-accredited schools/centres/affiliates	St Giles International USA, St Giles Juniors USA

Private sector

Date of foundation	1955
Ownership	Name of company: St Giles Schools of Languages Ltd t/a St Giles Juniors Company number: 596651
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	1–3 Marlborough Place, Brighton BN1 1UB
Location of centres offering ELT at the time of the inspection but not visited	<p>Cambridge Juniors Residential Sidney Sussex College, University of Cambridge, Sidney Street, Cambridge CB2 3HU</p> <p>London Juniors Residential Ramsay Hall, 20 Maple Street, London W1T 5HB</p> <p>Nottingham Juniors Residential Hugh Stewart Hall, University Park, Nottingham NG7 2QX</p> <p>Oxford Juniors Residential Oxford Brookes University, Wheatley Campus, Oxford OX33 1HX</p> <p>Brighton Juniors Family St Giles Brighton, 1–3 Marlborough Place, Brighton BN1 1UB Jubilee Library, Jubilee Street, Brighton BN1 1GE</p> <p>London Juniors Family St Giles London Central, 154 Southampton Row, London WC1B 5JX De Morgan House, 57–58 Russell Square, London WC1B 4HS</p>
Location of any additional centres not open or offering ELT at the time of the inspection and not visited	<p>Bournemouth Juniors Residential Lyme Regis House, 69 Holdenhurst Road, Bournemouth BH8 8FT</p> <p>Canterbury Juniors Residential The Kings School, St Augustine's, Monastery Street, Canterbury CT1 1NN</p>

Student profile at peak at all centres

	Collated totals in peak week: w/c 15 July: all centres
Of all international students, approximate percentage on ELT/ESOL courses	100
ELT/ESOL students (eligible courses)	484
18 years and over	0
17 years and under	484
Overall total of ELT/ESOL students shown above	484
Predominant nationalities	Chinese, Italian, Brazilian, Spanish, Polish

Staff profile at peak at all centres and HO

	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	46
Total number activity managers and staff	38
Total number of management (non-academic) and administrative staff	9
Total number of support staff (e.g. houseparents, matrons, catering)	0

Course profile (across all centres covered by this accreditation)

Course profile	Summer		Other times of year	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

Bournemouth residential: general English, 20 lessons per week (16.7 hours), 10–13 and 14–17 years, maximum class size 15 students.

Cambridge residential: general English, 25 lessons per week (20.8 hours), 14–17 years, maximum class size 12 students. Course includes examination skills and university study taster options.

Canterbury residential, general English, 20 lessons per week (16.7 hours), 8–12 and 13–17 years, maximum class size 15 students, Options in tennis, fencing, performing arts, speaking and writing available.

London residential: general English, 20 lessons per week (16.7 hours), 12–15 and 16–19 years, maximum class size 15 students. Options in language workshop, performing arts, speaking and writing available.

Nottingham residential: general English, 20 lessons per week (16.7 hours), 10–13 and 14–17 years, maximum class size 15 students. Football option available.

Oxford residential: general English, 20 lessons per week (16.7 hours), 12–17 years, maximum class size 15 students. Options in exam skills and performing arts available.

Brighton family: general English, 20 lessons per week (16.7 hours), 7–15 years, maximum class size 15 students. Students study at separate premises in Brighton, parents follow adult course at St Giles Brighton.

London family: general English, 20 lessons per week (16.7 hours), 7–15 years, maximum class size 15 students. Students study at separate premises in London, parents follow adult course at St Giles London Central.

2. DATA ON CENTRES VISITED

1. Name of centre	Cambridge Juniors Residential
2. Name of centre	Oxford Juniors Residential
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students, approximate percentage on ELT/ESOL courses	100	100				100	100			
ELT/ESOL students (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	0	0				0	0			
Full-time ELT (15+ hours per week) aged 16–17 years	4	25				19	25			

Full-time ELT (15+ hours per week) aged under 16	8	55				6	55			
Part-time ELT aged 18 years and over	0	0				0	0			
Part-time ELT aged 16–17 years	0	0				0	0			
Part-time ELT aged under 16 years	0	0				0	0			
Overall total of ELT/ESOL students shown above	12	80				25	80			
Junior programmes: advertised minimum age(s)	14	12				14	12			
Junior programmes: advertised maximum age(s)	17	17				17	17			
Adult programmes: advertised minimum age	N/a	N/a				N/a	N/a			
Typical length of stay (weeks)	2	2				2	2			
Predominant nationalities	Polish, Spanish, Italian					Polish, Italian, Chinese, Brazilian, Spanish				

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	3	7				3	7			
Total number of activity managers and staff	4	7				4	7			
Total number of management (non-academic) and administrative staff	1	1				1	1			
Total number of support staff	0	0				0	0			

Academic manager qualifications profile at centres visited	Total number of academic managers				
Profile in week of inspection: at centres visited	1	2	3	4	5
Centres					
TEFLQ qualification and 3 years relevant experience	1	1			
Academic managers without TEFLQ qualification or 3 years relevant experience	0	0			
Total	1	1			
Comments					

None.

Teacher qualifications profile at centres visited	Total number of teachers				
Profile in week of inspection at centres visited	1	2	3	4	5
Centres					
TEFLQ qualification	0	0			
TEFLI qualification	3	6			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			

Qualified teacher status only (QTS)	0	0			
Teachers without appropriate ELT/TESOL qualifications. (NB Rationales need to be prepared for teachers in this category)	0	0			
Total	3	6			

Comments

At Cambridge, one of the three teachers was teaching part-time in the week of the inspection, but was not present on the days of the inspection. This teacher is included in the grid above.

Accommodation profile

Centres	1	2	3	4	5	1	2	3	4	5
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Numbers at time of inspection: at centres visited

Types of accommodation	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Arranged by provider/agency										
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	0	0				0	0			
Private home	0	0				0	0			
Home tuition	0	0				0	0			
Residential	0	0				11	80			
Hotel/guesthouse	0	0				0	0			
Independent self-catering e.g. flats, bedsits, student houses	0	0				0	0			
Arranged by student/family/guardian										
Staying with own family	0	0				1	0			
Staying in privately rented rooms/flats	0	0				0	0			
Overall totals adults/under 18s	0	0				12	80			

Centres	1	2	3	4	5
Overall total adults + under 18s	12	80			