

Organisation name	St Giles Juniors UK, administrative office Brighton
Inspection date	30 June and 1-3 July 2014

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation.

Publishable statement

The British Council inspected and accredited St Giles Juniors UK in July 2014. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/accreditation for details).

This private language teaching organisation offers residential vacation courses in general English for under-18s.

Strengths were noted in the areas of staff management, student administration, quality assurance, academic management and leisure opportunities.

The inspection report stated that the organisation met the standards of the Scheme.

Organisation profile: Multicentre

1. Collated data for whole organisation (including eligible centres not inspected)

Inspection history	Dates/details
First inspection	2006
Last full inspection	2010
Subsequent spot check (if applicable)	2013
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related schools / centres /affiliates	N/a
Other related non-accredited activities (in brief) at this centre	N/a

Private Sector

Date of foundation	1955
Ownership	privately owned
Other accreditation/inspection	N/a

Premises profile

Address of HQ	1-3 Marlborough Place, Brighton BN1 1UB
Addresses of centres offering ELT at the time of the inspection	<p>Brighton Family Course Jubilee Library, Jubilee Street, Brighton BN1 1GE</p> <p>Cambridge Residential Centre Sidney Sussex College, Sidney Street, Cambridge CB2 3HU</p> <p>London Family Course Monticello House, 45 Russell Square, London WC1B 4JP</p> <p>London Residential Centre Ramsay Hall, 20 Maple Street, London W1T 5HB The University of Westminster, 4-12 Little Titchfield Street, London W1W 7BY</p> <p>Nottingham Centre Nightingale Hall, The University of Nottingham, University Park, Nottingham NG7 2RD</p>
Addresses of any additional centres not open or offering ELT at the time of the inspection	<p>Canterbury Juniors The Junior King's School, Milner Court, Sturry, Canterbury CT2 0AY</p> <p>Canterbury King's The Kings School, St Augustine's, Monastery Street, Canterbury CT1 1NN</p> <p>Southampton Centre Hamwic Hall, Solent University, Cook Street, Southampton SO14 1YA</p>
Profile of sites visited	<p>The following sites were inspected:</p> <p>London Residential Centre, Ramsay Hall, 20 Maple Street, London W1T 5HB (accommodation and some classrooms). The University of Westminster, 4-12 Little Titchfield Street, London W1W 7BY (classrooms).</p> <p>Nottingham, Nightingale Hall, The University of Nottingham, University Park, Nottingham NG7 2RD (accommodation and some classrooms). The Humanities block, University Park, Nottingham NG7 2RD (classrooms).</p> <p>Other relevant information is given in the <i>Resources and environment</i> section of this report below.</p>

General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

100 percent of provision is General English for Juniors.

2. Data on centres visited

1. Name of centre	London Residential Centre 2 July 2014
2. Name of centre	Nottingham Residential Centre 30 June & 1 July 2014

Student profile	Totals at inspection: these centres		Totals in peak week (July) these centres	
	1	2	1	2
Centres	1	2	1	2
Of all international students, approximate percentage on ELT/ESOL courses	100	100	100	100
Total ELT/ESOL student numbers (FT + PT)	65	55	90	86
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	22	13	27	26
Full-time ELT (15+ hours per week) aged under 16	43	42	63	60
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
Minimum age (including closed group or vacation)	12	10	12	10
Typical age range	12-17	10-17	12-17	10-17
Typical length of stay	2-3 weeks	2-3 weeks	2-3 weeks	2-3 weeks
Predominant nationalities	Mixed		Mixed	

Staff profile	At inspection		In peak week	
	5	4	7	6
Total number of teachers on eligible ELT courses	5	4	7	6
Number teaching ELT under 10 hours/week				
Number teaching ELT 10-19 hours/week	5	4	7	6
Number teaching ELT 20 hours and over/week				
Total number of administrative/ancillary staff	5	6	5	6

Academic staff qualifications to teach ELT/ESOL

Profile at inspection: at these centres

Professional qualifications	Total number of teachers	
Diploma-level ELT/ESOL qualification (TEFLQ)	1	1
Certificate-level ELT/ESOL qualification (TEFLI)	5	4
YL initiated		
Qualified teacher status only (QTS)		

Rationale(s) required for teachers without appropriate ELT/TESOL qualifications		
Total		

These figures include the academic manager(s)

Comments

These figures include the TEFLQ academic manager at each site.

Accommodation profile

Numbers at the time of inspection: at these centres

Types of accommodation	Adults		Under 18s	
<i>Arranged by provider/agency</i>				
Homestay				
Private home				
Home tuition				
Residential			61	52
Hotel/guesthouse				
Independent self-catering e.g. flats, bedsits, student houses				
<i>Arranged by student/family/guardian</i>				
Staying with own family			4	3
Staying in privately rented rooms/flats				

Introduction

St Giles started running junior summer camps in partnership with another organisation in 2005, and this joint provision was inspected, and accredited in 2010. In 2012 the partnership was dissolved and the junior summer courses run by both organisations were accredited separately. St Giles Junior Summer Courses piloted a Family course in London in 2013: the parents attended St Giles London Central, and separate classes were run for their children.

A spot check of St Giles Junior courses in Brighton was carried out in the summer of 2013 to see how St Giles Juniors was running its newly independent junior summer programme, and to check the Family course being offered for the first time in London.

In summer 2014, general English courses for groups and individuals were run in six centres for periods of 5-7 weeks, the Family course was run again in London, and also in Brighton.

Some centres offer more specialised teaching: British University Studies Course at Cambridge; Business English courses in London and Southampton, English for Tourism in London. These last two courses did not attract sufficient interest to run this year. Canterbury Kings offers additional sports coaching options including fencing and tennis.

The start dates of courses are staggered, partly because of host institution availability, partly to reduce pressure on the head office. The Canterbury courses for 7-12 and 13-17 year olds, and the Southampton courses for 12-17 year olds had not opened at the time of the inspection.

The inspection lasted two half days (30 June to 1 July) and two days (2, 3 July). Inspectors had a choice of five centres running at the agreed inspection time. They paid an unannounced visit to Nottingham, the wild card centre, a notified visit to the London residential centre based at Ramsay Hall, and then spent a day at the Brighton HO of the St Giles Juniors, fitting the visit around the commitments of the HO staff who were overseeing the opening of three centres the following weekend.

At each centre, interviews were held with the senior team which, in Nottingham, comprised the centre manager, the DOS and the activities manager, and, in London, the centre manager/DOS and activities manager. In Nottingham and London, group leaders, the host institution liaison person, and the activities staff were interviewed, and focus

groups were held with students and with teachers. The residential accommodation was also inspected.

At the head office, interviews were held with the director of St Giles Juniors, the UK Juniors DOS, and the registrar/finance officer responsible for enrolments and fee collection. Some documentation (feedback forms, contracts, DBS certification, etc) was sampled.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure within the juniors department is clear. The current director, formerly the operations manager, was 'acting' director from November 2013 and was confirmed in his post in February 2014. He works closely with the UK Juniors DOS/HR manager and registrar/finance officer based in St Giles Brighton. This close knit team, all on permanent contracts, work in an open office and cover for each other as necessary. Extra administrative support is provided on a part-time basis by one of the Brighton school registrars who works in the Juniors department two days a week in the lead up to the summer.

M3 Some centres, depending on student numbers, have separate CMs, DOS, and activity managers e.g. Nottingham. In other centres some/all of these roles are combined so that the same person is both the CM and DOS (the new London residential centre inspected) or fulfils all three roles (London Family centre). Detailed job descriptions are available for all these single and combined posts although responsibilities for safeguarding under 18s could be more explicit in some job descriptions.

M4 Communications are effective at all levels: within the St Giles group, there are annual meetings of senior managers, and of junior course managers, and minutes of various meetings were sampled. Within the Juniors department, there are good communications between HO and the centres, and within the centres themselves. The director and/or UK Juniors DOS are present during centre start ups, and both visit on a regular basis to monitor staff and support them as necessary. The managing director of St Giles also visits centres.

M5 Recruitment of appropriately qualified staff including centre managers, DOS, activity managers, activity leaders and teachers is one of the major responsibilities of the UK Juniors DOS/HR manager. She has attended a safer recruitment course. A number of senior staff are returners, and most have experience either with St Giles working in their year round schools, and/or in summer centres and with other organisations. The competence, friendliness and calmness of the senior managers at HO and in the centres visited was impressive.

M7 Induction procedures are thorough: a compulsory three day induction programme was run by the director of Juniors and the UK Juniors DOS for new and returning senior staff. This included first aid training, and a thorough review of all procedures.

Activities and teaching staff at the various centres all receive a group induction at the start up, or an individual one if they arrive after the first week, which includes a substantial emphasis on the safeguarding of under 18s. Optional training days focusing on other aspects including transfers, and activities were run this year, and were well attended.

M8 Staff are monitored by their line managers, and have brief appraisals within the first fortnight and at the end of their contracts. These appraisals form the basis of any references provided, and determine whether staff are encouraged to reapply in following years.

M9 Professional development for permanent and temporary staff includes promotion within the St Giles organisation, several examples of which were noted, and induction and further training delivered by senior managers and/or HO staff. Staff spoke very positively about being well supported in their posts, and were appreciative of the training provided.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 The experienced and well organised registrar/finance officer handles enrolments with part time help in the peak enrolment period.

M11 It is generally the registrar/finance officer who deals with enquiries. Her visits to the various centres during the summer enable her to speak with personal experience of the options available at each centre.

M13 Student records are computerised, but hard copies of application forms are kept in case of any computer malfunctions. Students' emergency contact details are collected on arrival as well as during the application process.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M16 Points to be addressed in the 2010 report referred to the time when St Giles and their partner organisation were running the junior courses, and to different centres, and so are not relevant to this inspection.

M17 St Giles' products, processes and procedures are reviewed by senior managers in regular meetings. A new quality management project (QMP) has been recently introduced with 'secret shopper' style checks on staff answering phone calls, requests for information, etc. Centres are ranked against various criteria to monitor and improve performance.

M18 Students complete an initial and end of course questionnaire. In Nottingham, the initial feedback had been collated, and discussed with staff. In London, just two days into the course, no written feedback was yet available. Students and group leaders were, however, happy with their programmes. 2013 feedback was sampled.

M19 Feedback is obtained from managers, teachers and activities staff, assessed and frequently acted on. The removal this year of students' transfer arrangements from centre managers to HO and the appointment of a specific transfer manager is just one example of such a response. Some 2013 reports were seen. Handbooks are revised annually to incorporate suggestions. Returning staff said they noticed improvements in organisation and in procedures.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity comprises a corporate website, with a description of the policy on under 18s, a separate Junior Courses brochure which includes UK, USA and Canadian junior summer centres, an agents' manual, and various flyers emailed to agents and/or students.

M24 Course information is generally very clear. However publicity states that courses are offered at six levels; see the St Giles Juniors Nottingham, and London Fact sheets, p 2. *Number of language levels: 6 (A1 beginner to C1 advanced)*. This may be accurate most of the time but not at the beginning and end of courses when numbers are lower. There were four levels in Nottingham and four levels (including two groups at Upper Intermediate level) in London during the inspection.

M26 The accommodation is often in single rooms in university residences or boarding schools. Details of the facilities at each centre are clear.

M27 Sample programmes including excursions for each of the centres are on the website and in printed publicity.

Management summary

The section standard is met and exceeded in several respects. *Staff management, Student administration and Quality assurance* are areas of strength. A hard working and effective head office team has recruited a strong team of senior staff with good personal skills, appropriate qualifications, and relevant experience. Enrolment and admissions procedures work well. Good procedures are in place to monitor standards, and to ensure the smooth running of the junior summer courses. Publicity gives a realistic and accurate description of the provision.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The **Nottingham** junior centre is based in Nightingale Hall, a stylish, architect designed Nottingham University residence set in its own grounds with 150 bedrooms. The block has its own dining room with seating for 180, and has spacious communal areas including the library and separate TV room. It is an ideal location for a junior course. The library, TV room and a large room on the 5th floor are used in the mornings for teaching, and when numbers require it, extra teaching rooms are made available in the Humanities block, a few minutes' walk from Nightingale Hall.

The **London** residential centre, a centrally located University College London residence, is a new centre for St Giles this summer. The residence hosts two other language schools but the teaching and bedrooms used by the different organisations are all in separate blocks, and use of communal areas including the lounge, TV room and dining hall is on a rota basis. There is satisfactory communal space for students. Teaching rooms for some classes are in a Westminster University building a ten minute walk away from the residence. Rooms here are of a good size,

allowing students space to break out for more interactive sessions.

R2 The **Nottingham** residence, and the teaching rooms and communal sitting area in the Humanities block are very well maintained and provide a very high standard of accommodation for students and staff.

The **London** residence has good facilities, and provides accommodation of a clean, comfortable and satisfactory standard although it is an older building, in continuous use throughout the year.

R3 In **Nottingham**, the residence's library and TV room were adapted to provide classrooms, and extra rooms were available in the nearby Humanities block. All rooms have tables and chairs positioned in horseshoes or clusters, and all were sufficiently spacious to allow students to move around freely. However, the lack of fixed white boards and the use of flip charts impose limitations on teachers in those rooms.

In **London**, the library and a study room in the residence were converted for teaching purposes from 9.00-13.00. Extra classrooms, a ten minute walk away from the residence in a Westminster University building, were also used as teaching rooms. Some of these, on the third floor, were spacious and comfortable but two rooms being used temporarily were internal, with partitioning that was not completely sound proof.

R4 In the residence the provision was always satisfactory. In the premises providing extra classrooms this was not always the case. The Nottingham Humanities building had a large internal central seating area, surrounded by offices, with comfortable seating, and drinks and snacks dispensing machines. This was well used. There was an attractive paved area outside with awnings and trestle tables surrounded by beautiful lawns. However, students were not officially allowed to use this area because there was only the class teacher to monitor them, and thus, in the height of summer, took their breaks indoors under their teacher's supervision.

In the Westminster University teaching rooms, there was a similar situation. Classrooms were on the third floor, and students were discouraged from going down to the student lounge area on the ground floor where the dispensing machines were so they spent their breaks in classrooms with their teachers, or were escorted downstairs in their long break.

R5 In Nottingham, good use was made of the entrance hall, corridor walls and classrooms to display information about the social programme, school rules, and class information. In London, in the Westminster teaching rooms, teachers were asked to carry notices, including fire notices, with them each day to display on walls, and remove them at the end of lessons. On the day of our inspection, the first of the course, teachers did not do this.

R6 There are staff rooms available in both centres. In **Nottingham**, the large open plan student common room/bar is shared by the centre manager, the DOS, teachers, the activities manager, activities staff and group leaders. There is sufficient space for resources and sports equipment, and adequate comfortable seating in quiet corners to enable different groups of people to work and relax satisfactorily. There is no staffroom available for the teachers working in Humanities, and even in the longer 20 minute break it would be difficult to get to the main staffroom and back in the time available.

London has a smaller office with a central table for teachers' preparation, and shelves for teaching resources. Another room next door, used for afternoon craft activities, is also available. Sports equipment and craft supplies are stored across the hallway. There are no dedicated facilities for teachers in the Westminster teaching rooms, where they supervise students during breaks.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

R7 Students receive a workbook in which to keep records of class work, excursions and activities, and diary entries. Teachers in class time help students organise them so they provide an attractive and useful record of their stay. Some notebooks were sampled in Nottingham but they were only being issued on the day of the London inspection, and so it is not possible to comment on their usefulness at this stage. Inspectors however, consider this a very useful way of dealing with continuous summer enrolment.

R8 The centres have a very good supply of single course books and supplementary materials, some class sets of core materials and pre-prepared files of photocopyable and/ or downloadable materials from the internet to provide a good range of materials at all levels to implement the summer syllabus. Teachers have access to St Giles' academic intranet which has even more, carefully categorised materials for excursion preparation and teaching purposes. Paper, cardboard and pens are supplied for the projects and activities.

R9 Teachers have a selection of CD players and computers, some with data projection facilities but there is limited access to other educational technology. In Nottingham, St Giles staff are free to use the university interactive

whiteboards (IWBs) in the Humanities department but none were seen in use. In Ramsay Hall, London, in rooms such as the Study centre or Library, teachers carry any equipment to be used, and there and in the Westminster classrooms, with new groups, little was seen in use.

Resources and environment summary

The provision meets the section standard. The centres are appropriately allocated to students of different ages and needs. They provide good accommodation overall for staff and students although off site teaching rooms used on a part time basis at the very beginning of a course were largely bare, and equipment available was not seen in use. Flipcharts, used in some teaching rooms, provided limited space for writing. The print and intranet resources provided for students and teachers were very good, consistently well organised and accessible.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T1 All academic staff have a level 6 qualification.

T2 All teaching staff have appropriate TEFL qualifications.

T4 The UK Juniors DOS is TEFLQ by virtue of a DELTA and an MA in TESOL. She has substantial teaching and academic management experience.

In **Nottingham**, the DOS responsible for day to day academic management was TEFLQ by virtue of a BA and MA from her own country which qualifies her to teach English in the state sector, and a DELTA. She also has several years' teaching and academic management experience.

In **London**, the centre manager, a permanent teacher at St Giles Brighton seconded for the summer, covered all academic management responsibilities. She is TEFLQ.

The qualifications of academic managers at the other six centres including the two Family centres were checked. Two are TEFLQ (London Family, Brighton Family). We were informed that two (Cambridge Residential and Southampton) had passed two modules and completed the third module of their DELTA, and were awaiting the results. These have since been received. Another (Canterbury Kings) was mid-way through an MA in TESOL, the centre manager/academic manager at Canterbury juniors (7-11 year olds) has QTS and an MA, and had a TEFLQ activities manager to offer TEFL support. Inspectors consider this an appropriate senior academic staff profile for a summer operation, especially as centres benefit from good support from the appropriately qualified and experienced HO DOS.

T5 Rationales were provided and accepted in the context of this inspection for the three centre academic managers still working towards appropriate qualifications.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teachers are deployed to centres according to their qualifications, preferences, availability and experience. In

the centres, managers paired teachers and groups sensitively.

T7 The daily timetable, with four 50 minute lessons divided by two ten minute and one twenty minute break, is appropriate to the ages of the students being taught.

T8 Cover for unexpected absences is in most cases provided by the DOS on site. This was practicable in Nottingham, but would be more difficult in, say, London where the DOS was also the CM, with multiple responsibilities including as rotating night duty manager. The CM said that St Giles Central's help would be enlisted in any emergency. In Canterbury or Southampton where there are no St Giles schools nearby, the director and UK Juniors DOS, who both have TEFL qualifications, cover in any emergency.

T9 The syllabus now makes it easier to manage continuous enrolment: each week is theme-based and language items are recycled rather than taught in a linear manner.

T10 The teachers interviewed considered themselves well supported in their role. In Nottingham and London, staff all share a large office/teachers/resources room, where academic managers are always available to provide teaching ideas and suggestions. In Nottingham there are daily teachers' meetings, and more formal meetings with an academic focus are held weekly. Academic managers are provided with a dozen useful workshops for junior summer school teachers on the St Giles academic intranet. Brief daily meetings are held in Nottingham every morning. Forward planning sheets are submitted each week to the DOS who checks the balance of the week's programme, and helps with ideas for implementation.

T11 In Nottingham, all teachers had been observed once, and the observation notes sampled were perceptive, encouraging and included suggestions for development. In London, teachers were meeting their groups for the first time, and no observations had been carried out. They were scheduled for the following week. The TEFLQ UK Juniors DOS visits and provides support for all centres.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

T12 A collaboration between the USA and UK Juniors Directors of Studies has resulted in major changes, implemented in 2013, to the content of junior summer courses. All general English teaching is now based on weekly themes, each with a wide selection of topics, at each of six levels, and supported by recommended materials and files of pre-prepared lessons. A pro-forma timetable is provided which allocates about 40 percent of class work to language and skills work, 30 percent to excursion preparation, 20 percent to project work, and the rest to revision and progress testing. Guidance notes in the teachers' handbook help them produce a coherent course for their students. The effect has been to focus on activating students' language, using materials selectively with specific aims in mind rather than teaching from course books designed for year-round use.

T13 Some adjustments were made to materials following the first year's feedback, and substantial work has gone into producing lesson notes for teachers.

T14 Students get brief notes on what the courses cover. Some teachers put the aims of the day on whiteboards, but where flip charts are used there is little space for this and few display areas to hold extra flipchart sheets.

T15 There are some limited opportunities to help students with learning strategies such as brain storming new vocabulary items, and ways of recording them in their notebooks. Some students also engage in research as part of project work. This area, however, is not explicitly included in the theme based syllabus.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T17 Students are placed by means of a multiple choice test, some free writing and an oral interview. The tests work satisfactorily and the classes seen were generally homogenous. However, when student numbers are low, broader groupings within each class can make it harder for inexperienced teachers. Some younger students with good language proficiency were integrated into classes of older students, and this did not appear to create any problems. T18 Students are tested informally every week, and marks are recorded. They are given a mini tutorial every fortnight. No tutorials had taken place by the time of this inspection, so notes could not be checked. T19 London offers LCCL examination preparation classes but there was no interest this year.

Classroom observation record

Number of teachers seen	Nottingham 4, London Residential 5
Number of observations	Nottingham 8, London Residential 5
Parts of programme(s) observed	General English, some preparation for excursions.

Comments

In Nottingham, teachers were seen at the beginning of the second week of the course when newly arrived students were being integrated into existing classes. Teachers in London were meeting many of their students for the first time. One overseas group arrived on Monday evening, students were tested and placed on Tuesday. Wednesday, the day of the inspection, was the first day of lessons for the newly formed groups.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers in general showed a sound knowledge of the language they were teaching/practising, and provided good spoken and written models for students. There were a small number of misspelt words and occasional distortions of pronunciation, the latter when correcting students. There was little awareness shown of the need for pronunciation teaching.

T24 Teachers graded their own language appropriately for their students' levels. It was too early in the course for evidence of differentiation to learners' needs and preferred learning styles to be evident but teachers were sensitive to the attention spans and interests of the younger students.

T25 Teachers' plans were generally detailed and well allied to course objectives. In a couple of segments, timings were neither realistic nor adhered to. Teachers were just meeting their students so no class profiles were available.

T26 Teachers' aims were generally expressed in terms of learner outcomes, and in a minority of segments seen, these were listed for students. Most teachers linked a variety of activities effectively to reinforce the target language and to maintain a good level of student engagement.

T27 Class management was for the most part effective. Teachers in stronger segments organised the seating to mix nationalities, and had a good variety of whole class, pair and small group work. A range of resources was well managed. Data projector systems were available in some rooms but were not seen in use. Where large whiteboards were available, these were generally well organised with occasional use of clear zones for new vocabulary and the day's teaching aims. Other whiteboards were less clear, and teachers in rooms with flip charts had considerably less space for writing.

T28 Teachers used various techniques to assess students' fluency and knowledge, to build confidence, and integrate them into the class. These included among others good elicitation, use of visual materials, and the practice of language needed to successfully complete tasks, writing (a postcard to a friend), interviewing and reporting back,

and discussions about cultural differences. Topics were interesting, and appropriate to the levels, ages and maturity of the students. However, in some weaker segments there was too little practice and little work on production especially of pronunciation.

T29 Instructions were generally clear and teachers inspired confidence, although a couple spoke too quietly. Not all had learnt their students' names so nomination to include the less vocal students was sometimes lacking. Students were, however, engaged in the lesson segments seen.

T30 Teachers showed awareness of the cultures and backgrounds of their students, and were learning about their individual characteristics. There was a good purposeful atmosphere in the lesson segments seen, and students were attentive and motivated.

Classroom observation summary

The teaching observed met the requirements of the Scheme. Teachers had a generally sound knowledge of the language, and lessons were well planned to meet the syllabus aims and the needs of the students. Teachers were building group confidence and introducing students to new approaches in some segments, the groups were generally well managed and there was a purposeful learning atmosphere in classes. Students were participating well, and enjoying their lessons.

Teaching and learning summary

The provision meets the section standard. *Academic management* is an area of strength. Academic staff have professional and appropriate TEFL qualifications. An experienced and effective UK Juniors DOS delegates to a local academic manager on each site, and provides good support through visits and phone and email contact to ensure standards are maintained, and to help with any queries. The programmes of study, now in their second year, have proved effective in maximising students' participation, and are well supported with interesting and accessible materials. The teaching observed met the standards of the Scheme. All segments observed were satisfactory and some were of a considerably higher standard. Students, even in the early days of their stays, were appreciative of the friendliness and patience of their teachers, and said they were enjoying their lessons.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 In Nottingham, access to the campus is through a number of gates each of which has a gatehouse with uniformed security personnel. Security staff patrol the campus. The front entrance to the hall used by St Giles can only be opened with a key card and is overseen by CCTV monitored at the security office. Visitors are required to provide ID, are signed in and out and wear a lanyard during their visit. Windows have security locks. There is a 22.30 curfew for students.

The centre, activity and academic managers are all first aiders; students are told this at induction. There are first aid boxes in the office; one box is taken on excursions.

Fire instructions are given at induction. Students are instructed to assemble behind a sign giving the number of their group, where their names are checked. Fire alarms are tested weekly and there is a timed building evacuation every two weeks.

In Nottingham there is a night supervisor who patrols the residential floors every half hour after lights out at 23.00; there is also a duty manager on call in both centres.

In London, access to Ramsay Hall, which contains all the facilities apart from a number of classrooms in the Regent campus of the University of Westminster, is through a keycard operated gate. Those entering the Regent campus are required to identify themselves at reception; St Giles students show their lanyard ID to do this. CCTV cameras cover both entrances. The groups being taught at the Regent campus are accompanied by teachers who hold up

traffic at pedestrian crossings to ensure safe passage; there is a roll call before departure and attendance is checked in class on arrival.

First aid arrangements are similar to those in Nottingham. Fire instructions are given at induction and repeated on wall notices. At Ramsay Hall there are no full building evacuations during the summer months but fire alarms are tested daily and students are familiarised with the drill procedures through roll-calls.

W2 Pastoral care is provided by class teachers in the first instance and by managers and group leaders as required. This system was seen to be operating during the inspection and students were very clear about who they should contact in case of need.

W3 The names of the above personnel are given at induction and there are large photos of them, and all the other staff, on noticeboards.

W4 Students are informed about what is considered bad behaviour at induction and staff are given instruction on how to deal with it. There are notices in corridors entitled *Rules and Consequences* which inform students of an escalating number of sanctions should they not behave as required.

W5 The emergency number is given on the students' ID cards carried on a lanyard that must be worn whenever students are outside the building.

W6 The cost of travel from point of entry to the UK to the chosen centre is not given for those wishing to make their own arrangements; it is, however, school policy that bookings are not accepted from individual junior students unless they choose the school's transfer.

W7 Information is provided to students on those points that are relevant to them. Students are given advice at induction about taking care of money and valuables. These can be stored in a safe if requested; for students under 12, money and valuables are required to be kept in the safe under the supervision of the centre manager.

Information about local places of worship is available. Students are told that smoking and alcohol are not permitted and this is reinforced by posters in prominent positions. Advice about the medical and travel insurance included in the cost of the courses was sent pre-arrival to parents and students but there was a lack of clarity among senior centre staff about what the insurance covered and how it operated.

W8 There is a medical centre on campus in Nottingham, a hospital adjacent to it and there is a dentist available if needed. In London, there are a number of medical and dental facilities nearby. Details of medical and dental services are posted on noticeboards.

Accommodation profile

Comments on the accommodation seen by the inspectors

In both the Nottingham and London centres students are housed in large student residences belonging to the University of Nottingham and University College London respectively. Nightingale Hall is a large and handsome art deco building in the wooded centre of the university campus. Ramsay Hall is in the heart of London, next to the Post Office Tower. The students have single bedrooms with shared bathrooms and toilets. Dining facilities and some classrooms are in the same block and indoor activities take place there as well. Only those students in classes taking place in other university buildings need to leave the residence. St Giles has sole occupation of Nightingale Hall but shares Ramsay Hall with two other junior multi-centre operators.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The accommodation in the Nottingham hall consists of good sized and very well equipped rooms. Rooms in London are smaller but well equipped. There are laundry facilities which can be used for a small fee. The school provides washing powder and assistance when needed. Towels and bed linen are provided, and changed weekly.

W10 Nightingale Hall has been used for a number of years by St Giles as a junior centre; it is eminently safe and suitable. Ramsay Hall was being used for the first time this year; it was inspected before being used.

W12 Rooming lists are kept up to date and are issued to staff so that they can check students have exited the building in case of fire.

W14 Student feedback is collected in the first week; it includes a section on accommodation. Students were clear

about who they should contact in case a problem arose. There is a system for recording problems and action taken to resolve them.

W15 In Nottingham, students reported, and the inspectors noted, that meals were of a very good standard and offered a well-balanced diet. The standard was lower in London and by the time of the third sitting for lunch (the first two sittings were for the 300+ students from other summer schools) there was no salad immediately available. Minutes of a meeting addressing this problem were forwarded to inspectors following the inspection. There were vending machines for drinks (with the high energy drinks removed in Nottingham) and for snacks. There is also a tuck shop open in breaks in Nottingham.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

The school does not offer homestay accommodation for junior students except for those on family courses.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 Student rooms are cleaned three times a week, public spaces daily.

W23 Managers who are first aiders live in the residence and provide a first response; they can take further action if required.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 A comprehensive programme of social, cultural and sporting events is provided in-house.

W27 The leisure programme is extensive and well resourced with personnel, finance and equipment. It is also well integrated with the academic programme. Alternative activities are available where necessary in case the weather is

poor.

W28 There are a number of detailed generic risk assessments available; these are adapted with specific additions appropriate to the nature of the activities and excursions being undertaken in and from London and Nottingham. Staff attend a briefing session before the event where they read through the risk assessment. They are provided with a booklet that includes the itinerary, maps and key phone numbers.

Welfare and student services summary

The section standard is met and in some cases exceeded. Students' needs for security, pastoral care and information are met. The accommodation provision works to the benefit of the students and the *Leisure programme* is an area of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

C1 There is a detailed safeguarding policy that is fully compliant. It gives job titles rather than names of those designated and responsible. The designated person has level three training and all other staff have at least level one.

C2 St Giles staff are made aware of the policy at their induction and given appropriate guidance and training.

C4 Applicants are given the various points of information that are required; they are also sent a copy of the St Giles safeguarding policy.

C5 Suitability checks had been carried out for all staff with substantial access to students. Group leader police certificates of good conduct are sought.

C6 A full leisure programme is provided and there is staff supervision during 'free' time. There are clear rules about what may be done at this time. Students are only allowed to leave the course centres unsupervised in groups of three or more and only if parents have given written consent. Supervision ratios for scheduled activities are always better than the minima specified, sometimes considerably so.

C7 All Nottingham students live in Nightingale House. They eat in the dining room in the same building and three of the four classrooms in use at the time of the inspection were also in the building – the fourth was in an academic centre nearby. The managers and other members of staff reside in the building as do the group leaders. The arrangements are similar in London but a greater proportion of the classrooms are in the Regent campus.

C8 24 hour emergency contact numbers for parents/guardians are recorded on paper during induction and entered into the administrative database. Parents/guardians/agents are provided with the 24 hour centre phone number before the students leave their home countries.

Care of under 18s summary

The provision meets the section standard, and exceeds it in some areas. Overall, there is appropriate provision for the safeguarding of students under the age of 18 within the organisation, on leisure activities and in the accommodation.
