

Organisation name	St Peter's School of English, Canterbury
Inspection date	30 September – 1 October 2019

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in P5, W26 and S4 have been addressed.

Summary statement

The British Council inspected and accredited St Peter's School of English, Canterbury in September/October 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (18+) and young people (16+), and for closed groups of under 18s.

Strengths were noted in the area of care of students.

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

Introduction

St Peter's School is a family-owned business, established in 1966. It markets itself as a small, friendly school with small classes in the centre of Canterbury. At least 80 per cent of all students come in groups, usually for one or two weeks, accompanied by group leaders who are responsible for their students throughout the course. During the inspection there was one group of 21 teenagers from a school in Austria divided into two classes, accompanied by two teachers from their school. There were also six full-time and one part-time individual students being taught separately in three classes.

The director of studies (DoS), who had been at the school since 2011, left in February this year. The director, who is suitably qualified and experienced, has been acting DoS while the school has attempted to find a replacement. A new accommodation and welfare officer, who is also the safeguarding lead, was recruited in 2018 with experience from another accredited school.

The inspection lasted one and a half days, starting at lunchtime on the first day. Meetings were held with the owner-principal, the director (acting DoS), the accommodation and welfare officer/safeguarding lead, the teachers, the individually enrolled students, and the two group leaders from Austria. All teachers working during the inspection were observed. One inspector visited three homestays.

Address of main site/head office

4 St. Alphege Lane, Canterbury CT1 2EB

Description of sites visited

The school occupies a period building in the centre of Canterbury with a walled garden at the rear. There are five classrooms, a computer room, a staffroom, and the office/reception area spread over the ground and first floors. The computer room is sometimes used as a classroom. A student lounge area, café and table tennis/billiards room are on the second floor. The table tennis room is used as a classroom for large groups. There is a sixth classroom in the attic area. The garden contains a marquee, providing further social space year round.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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

The school accepts closed groups (minimum age 14) and individuals (minimum age 16). Courses for groups usually consist of general English classes in the morning and a programme of social activities and excursions in the afternoon. Their programme of study is arranged in consultation with the group either before or at the beginning of the course. Individuals can start any Monday and are offered full-time general English classes for 15 hours a week or 21 hours a week. Enrolment on a part-time basis is also possible. Exam preparation is offered in stand-alone courses. Most individuals study for 15 hours. 'English plus' classes are offered (including one-to-one, golf and horse riding) but take up is low, particularly for the sports options. Language only one-to-one courses are also offered.

Management profile

All management responsibilities are allocated between the owner-principal and the director.

Accommodation profile

The school offers homestay accommodation in single or twin rooms, with half board during the week and full board at weekends. All homestay accommodation is managed by the school. The school has a register of approximately 30 active hosts, either within walking distance or a bus ride from the school.

Summary of inspection findings

Management

The provision meets the section standard. There is a clear statement of the goals and values of the school, and the management and administration operate effectively in line with these to the benefit of students and staff. Quality assurance procedures are generally satisfactory, and the school constantly reviews practice based on feedback. Staff management and student administration are effective and take full account of individual needs and preferences. Publicity is clear and accurate.

Premises and resources

The provision meets the section standard. Overall the premises offer an appropriate professional environment for students and staff, although there are issues caused by the limited toilet facilities and some unhelpful signage. The range of resources available is appropriate for the courses run.

Teaching and learning

The provision meets the section standard. Teachers and academic managers are appropriately professionally qualified, and teachers are given sufficient support to enable them to meet the needs of students. Programmes of learning are designed and managed for the benefit of students. Student placement and the monitoring of their progress is effective. 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. Appropriate safety and security measures are in place at the school premises. There is very good provision for the care of students. Accommodation is efficiently organised; homestay hosts provide an adequate standard of service to students. A varied programme of leisure activities and excursions is provided for both closed groups and independent students. *Care of students* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under 18 in the school, during the leisure programme and in homestay accommodation.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Not met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M3 With such a small management team, ensuring continuity in case of absence is a potential problem but both members of the team can cover for each other. There has been substantial recent investment in office computer facilities.

M5 There are good notes of action in relation to issues arising, but systems for collecting initial feedback from group courses are not currently effective.

Staff management and development	Met
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.	Met
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.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M11 Induction procedures are comprehensive and are supported by signed-off checklists of areas covered. Fire safety training is provided as a part of induction, and annual refresher courses are provided.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	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.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 The staff pride themselves on their personal and supportive relationship with students, group leaders, and agents. Feedback provided consistent evidence of extremely high levels of customer service.

M15 Responses to all enquiries are tailored to the specific needs of the student. Comprehensive pre-course information is provided on an individual basis.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the website. There is a small brochure giving a limited amount of very general information about the school, but this is hardly used, and has not been reprinted for a number of years.

M24 This criterion is met overall and in several respects the publicity provides very clear and easy-to-find information on the courses; however, the publicity states that the average class size on open-enrolment courses is eight students, while in fact numbers are often significantly lower.

M26 There is no information in the body of the website about the level of care given to under 18s. There is a link in the footer to 'policies' which leads to a long document including some information on this area, but this is very likely to be missed by a potential client.

M27 This criterion is met overall, but very limited information is provided about laundry arrangements or the provision of towels and bedding.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Not met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P1 This criterion is met overall, but toilet facilities are very limited. See S5.

P5 Facilities for the display of general information are adequate, but there is an obsolete fire exit sign on the first floor, and the multilingual fire evacuation directions are difficult to read and to understand. They are also sometimes located in parts of the room where they are not easily accessible.

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.	Not met

Comments

P10 There are some useful tips for learning outside the classroom displayed on the main noticeboard, but no specific facilities for guided independent learning are provided.

P12 There is no effective policy for the development of resources. The document labelled 'policy' has a useful set of guidelines for evaluating coursebooks, but in relation to development simply states, 'The school will endeavour to meet the needs of teachers when responding to requests for materials, as appropriate'.

Teaching and learning

Academic staff profile	Met
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T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Not met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

T1 Two of the five teachers working at the time of the inspection do not have a Level 6 award or equivalent. The rationales presented could not be accepted in the context of this inspection in view of the high proportion of teachers concerned.

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.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

T8 There are well thought-out procedures in place to manage issues arising from continuous enrolment. The timing of the placement procedures, and the Monday class timetabling structure, ensure that new arrivals start a coherent programme of work with their new class. All teachers have had specific training in managing continuous enrolment.

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.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T11 There is a clear and consistent philosophy of matching the course delivered as closely as possible to the needs and interests of the students. For short-stay groups, courses are built around a needs analysis submitted by the group leaders in advance; individually-enrolled students are normally in small classes and teachers negotiate appropriate topics and focuses with the group.

T15 Study and learning strategies are a key feature of the course design. There is a syllabus of study and learning strategies which teachers are able to draw on in constructing the programmes for their specific groups.

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.	Met

T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

T22 The great majority of the students at the school are closed-group school students following one or two-week courses, and are not considering mainstream UK education. In the time since the last inspection, no individually enrolled student has expressed an interest in this area.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	Closed group classes; open-enrolment general English and examination preparation classes.

Comments

None.

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.	Strength
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
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.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 All teachers showed a good knowledge of English grammar and vocabulary and gave clear models and explanations. In the better lesson segments seen, pronunciation work was good, with word stress and phonemic symbols marked on the board.

T24 Planning was generally satisfactory, and all plans had appropriate objectives which fitted into overall course aims. Topics were mainly relevant and in the better higher-level classes, lesson content was challenging and motivating.

T25 In the better classes observed, material was well chosen and challenged the learners; in some cases, it was clear that the students already knew what was being taught.

T26 Most teachers used a range of appropriate teaching techniques. There was some good use of elicitation and of concept-checking questions.

T27 There was generally good use of classroom layout to promote interaction. In the stronger lessons, the use of the whiteboard was very good; in the weaker lessons the layout of the whiteboard was disorganised, and the writing was too small for students to read easily.

T28 In the better classes observed, there were examples of students checking and correcting each other. This was always monitored by the teacher.

T29 This criterion is met overall but in a small number of cases there was no evidence of systematic evaluation of learning.

T30 In almost all classes observed, students were fully involved thanks to the excellent class dynamic fostered by the teachers.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory, with the majority being satisfactory. Teachers generally displayed a good knowledge of English and gave models of natural English. Planning was generally effective and lesson content was appropriately challenging in most cases. A range of appropriate teaching techniques was used. Classroom management, the evaluation of learning and the provision of feedback to students were mainly satisfactory. Rapport and classroom atmosphere were good, and students were actively engaged in almost all lesson segments observed.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

Comments

W1 A good range of procedures is in place to ensure the safety and security of students at the school, including regularly updated risk assessments, controlled entry to the premises and regular logged fire drills. A review of fire risks is carried out every three years by an external organisation. The caretaker provides annual updates on fire awareness, health and safety issues, and accident reporting every year for all staff.

W3 There is very good provision for welfare and pastoral care, including help for students to settle into the local community. Welfare support provision is clearly explained to students at induction and through notices in the school. Students commented that they were well looked after and benefited from the practical support they received from the whole management team.

W4 A good range of policies and procedures is in place to ensure that tolerance and respect are promoted throughout the school. Students sign a code of conduct on arrival. A disciplinary and exclusions policy sets out standard of behaviour and the sanctions imposed when rules are not adhered to. Nearly all staff have had training in the Prevent strategy and hosts are informed of the strategy through the homestay handbook.

W7 The school gives students ample information on life in the UK and in the locality. Separate versions of the student handbook are provided for group and independent students. A quiz is included in the version for independent students so that they can check that they are able to find all relevant information.

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.	Strength
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Not met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	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 Hosts visited were friendly and welcoming and were committed to providing a good level of service to their students. The quality of the accommodation varied, but overall comfortably met Scheme requirements.</p> <p>W10 Hosts are required to do students' laundry twice a week, which exceeds Scheme requirements.</p> <p>W11 Effective procedures for recruiting and monitoring homestay providers are well established and effective. Fire risk assessments are particularly rigorous; all students sign to confirm that they understand house rules relating to fire safety as well as evacuation routes.</p> <p>W13 Although students are asked for verbal feedback on accommodation soon after arrival, there is no formal mechanism for collecting written initial feedback. There is evidence of prompt action in response to complaints. However, issues relating to hosts not eating with their students have not been fully resolved.</p> <p>W15 Meals are provided as agreed. The recently introduced newsletter for hosts includes a reminder about the importance of well-balanced diets; suitable recipes are suggested.</p>	
Accommodation: homestay only	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this area are fully met.	
Accommodation: other	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
Comments	
All criteria in this area are fully met.	
Leisure opportunities	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
<p>W24 The school offers a good range of leisure activities, led by appropriately trained leaders. Programmes of activities and excursions for the closed groups are tailored to each group's requirements. Independent students on the adult programme have up to two evening activities per week, with additional events in summer. They may also attend the closed group activities if the minimum age of students in the group is not lower than 16 years.</p> <p>W26 Appropriate systems are in place to ensure the health and safety of students on the leisure programme. However, risk assessments are generic; the school has not developed risk assessments for each activity type and for each excursion destination.</p>	

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	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.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Not met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

The school accepts 16 and 17 year-olds on the year-round programme. Students in closed groups are accepted from the age of 14 years. At the time of the inspection, all students on the year-round programme were 18 or over. There were 20 students in two short-term closed groups, all 16 and 17 years old, except for one 19 year-old.

S1 A very detailed and comprehensive safeguarding policy is in place. The policy is reviewed annually and includes clear procedures for safer recruiting, dealing with disclosures, and local safeguarding contacts. All three managers are closely involved in safeguarding issues and have clearly stated safeguarding roles.

S4 Appropriate suitability checks are carried out. However, records of references for hosts are incomplete.

S5 There are suitable arrangements in place to supervise students during lessons and activities. Group leaders have clearly defined supervisory roles. When afternoon activities are not provided by the school, group leaders are responsible for supervising students. The toilet provision at the school is limited; students aged from 14 years share facilities with year-round adult students and staff. No measures are in place to ensure separate use of facilities by under 18s.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	1996
Last full inspection	2015
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	June 2019
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1966
Ownership	Name of company: St. Peter's School of English Company number: 05486776
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile

	At inspection	In peak week: February (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	7	9
Full-time ELT (15+ hours per week) aged 16–17 years	20	50
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	1	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	28	59
Junior programmes: advertised minimum age	14	14
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Austrian	Italian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	20–55	20–30
Adult programmes: typical length of stay	6 months	2 weeks
Adult programmes: predominant nationalities	N/a	N/a

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	5
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	2	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	N/a
Total	1
Comments	
No scheduled teaching.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	5
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	2	20
Private home	0	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	1	0
Staying in privately rented rooms/flats	5	N/a
Overall totals adults/under 18s		
	8	20
Overall total adults + under 18s		28