

Organisation name	Stafford House School of English, Canterbury
Inspection date	27–31 July 2015

Section standard	Met	Not met
<b>Management:</b> 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"/>
<b>Resources and environment:</b> 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"/>
<b>Teaching and learning:</b> 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"/>
<b>Welfare and student services:</b> 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.

### Summary statement

The British Council inspected and accredited Stafford House School of English, Canterbury in July 2015. 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/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

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

Strengths were noted in the areas of staff management, student administration, quality assurance, premises and facilities, academic management, course design, learner management, care of students, accommodation, leisure opportunities, and care of under 18s.

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

## Organisation profile

Inspection history	Dates/details
First inspection	1985
Last full inspection	2011
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Some Stafford House teachers teach IELTS at CATS College.
Other related accredited schools/centres/affiliates	Stafford House School of English London and Brighton (both year round) and Stafford House Study Holidays (seasonal)
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	1952
Ownership	Cambridge Education Group
Other accreditation/inspection	ISI

### Premises profile

Address of main site	19 New Dover Road, Canterbury CT1 3AS
Details of any additional sites in use at the time of the inspection	Canterbury Christ Church University, 21 New Dover Road Canterbury College, 23 New Dover Road Stafford House, 8–9 Oaten Hill CATS College St Lawrence, 58 New Dover Road
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	<p>There are two year-round premises, the main school at 19 New Dover Road (NDR) which houses the school for adults and 8–9 Oaten Hill (OH) where courses are run for under 18s. The junior intensive programme (JINT) was running here during the inspection. Other premises are used during the summer. The classic course, an inclusive junior programme, takes place at Canterbury Further/Higher Education College, located a few minutes' walk from NDR. There has been an arrangement with this College for several years and Stafford House is the only summer course that the College leases rooms to. A four-week Cambridge FCE preparation course for juniors was taking place at Stafford House's sister college, CATS Sixth Form College, which is a few minutes' walk from NDR.</p> <p>NDR comprises two buildings which are linked by the school's café on the ground floor. The rear building, known as the annexe, has four classrooms, a board room and offices. Stafford House Study Holidays (SHSH) head office is based on the top floor. The main building has a large reception area, 11 classrooms, a computer room, a library/classroom, a teachers' and resources' room and offices for the principal and student services' manager and for the academic management team. There are further smaller rooms available for interviews and meetings. Up to four extra rooms are also available in the adjoining building next door, owned by Canterbury Christ Church University, for testing and teaching.</p> <p>OH has eight classrooms, a large common room, computer room, teachers' room and director of studies (DoS) office. There are various other smaller rooms used as needed. Students on courses here use the CATS canteen for their meals.</p> <p>At Canterbury College the school has the use of up to 15 classrooms, one of which is used as a teachers' room, an office for the DoS and relaxation areas for students and group leaders. These are located in a block separate from the main building. The canteen in the main building is used for lunches and dinners and</p>

there are also rooms here for group leaders' meetings and activity leaders. A large hall and lecture theatres are available when needed for activities, parties, testing and end-of-course ceremonies.

At CATS College, eight to nine classrooms are used and there is also a relaxation area for students and a teachers' room. Students here and on JINT courses eat in the College canteen which is located in a separate building on the same site.

In the summer, the school uses four CATS residences for under 18s and rents two further residences from Canterbury Christ Church University, one for adults and one for under 18s. Four student houses are rented by the school from a private letting agency year-round.

<b>Student profile</b>	<b>At inspection</b>	<b>In peak week July (organisation's estimate)</b>
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	170	137
Full-time ELT (15+ hours per week) aged 16-17 years	140	179
Full-time ELT (15+ hours per week) aged under 16	189	299
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16-17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> of ELT/ESOL students shown above	499	615
Minimum age	11	11
Typical age range	13–23	13–23
Typical length of stay	3 weeks	3 weeks
Predominant nationalities	Chinese, Italian, Spanish, Saudi, Turkish	Chilean, Spanish, Italian, Saudi, Turkish
Number on PBS Tier 4 General student visas	1 (CATS)	1 (CATS)
Number on PBS Tier 4 child visas	7 (CATS)	7 (CATS)
Number on student visitor visas	147	121
Number on child visitor visas	194	284

<b>Staff profile</b>	<b>At inspection</b>	<b>In peak week (organisation's estimate)</b>
Total number of teachers on eligible ELT courses	40	41
Number teaching ELT under 10 hours/week	2	
Number teaching ELT 10-19 hours/week	18	
Number teaching ELT 20 hours and over/week	20	
Total number of administrative/ancillary staff	49	

### **Academic staff qualifications to teach ELT/ESOL**

<b>Profile in week of inspection</b>	
<b>Professional qualifications</b>	<b>Total number of teachers</b>
Diploma-level ELT/ESOL qualification (TEFLQ)	10
Certificate-level ELT/ESOL qualification (TEFLI)	30
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0

Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
<b>Total</b>	40

These figures exclude the academic managers.

#### Comments

Six academic managers are excluded and are included in administrative staff.

#### Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" 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

Stafford House School of English (SHSE) offers a range of general English courses for students age 16+ throughout the year. Students can choose to add either one or two additional 50-minute modules to the basic 16 hours a week course. Modules include a choice from a wide range of afternoon options.

The school runs closed group courses throughout the year. Students are aged 12–17 and are taught at OH. The course content is generally negotiated with the teachers and agents. There is a winter junior course which runs for one month at the beginning of the year, and groups and individuals are taught together in mixed classes.

Students enrolled at CATS Canterbury whose level of English is too low to follow the sixth-form syllabus, take classes at SHSE until they have acquired a suitable level.

Three open enrolment summer courses for under 18s are run during the summer. There are two intensive programmes of 22.5 hours per week; one is a four-week Cambridge FCE preparation course for 14–18 year-olds and the other is a junior intensive course (JINT) for 14–17 year-olds. The latter follows a programme of general English and choice of modules. The third course is the classic course with 15 hours of lessons per week and a full programme of activities and excursions, for 12–17 year-olds.

During the inspection closed groups of 16–17 year-olds, sponsored by the Italian government, were studying on Cambridge FCE and Trinity speaking examination courses.

#### Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)		
Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	92	184
Private home	0	0
Home tuition	0	0
Residential	43	140
Hotel/guesthouse	0	0

Independent self-catering e.g. flats, bedsits, student houses	20	n/a
<b>Arranged by student/family/guardian</b>		
Staying with own family	0	3
Staying in privately rented rooms/flats	15	2
<b>Overall totals adults / under 18s</b>	170	329
<b>Overall total adults + under 18s</b>	499	

## Introduction

Stafford House School of English (SHSE) Canterbury is one of three adult ELT schools in the UK which form part of the Cambridge Education Group (CEG). The two other schools are located in Brighton and London and have separate accreditations.

CEG also includes:

an adult ELT school in the USA

CATS Sixth Form Colleges in Cambridge, Canterbury, London and one in the USA

the Cambridge School of Visual and performing Arts in Cambridge

Foundation Campus partnerships with a number of universities

Stafford House Study Holidays (SHSH).

SHSH, which has separate accreditation, runs summer programmes for juniors (aged 10 to 18) in 12 centres in the UK and six in the USA. The SHSH centres in Canterbury and Brighton are accredited through the accreditation of the year-round schools in those locations. SHSH head office is located on the top floor of SHSE. A further SHSE is due to open in Cambridge in September 2015.

Human resources, marketing and finance departments for both SHSE and SHSH are centralised at CEG headquarters, which are located in Cambridge. Admissions for the UK SHSE schools is also in Cambridge and the Reservations department for students coming on SHSH courses is in the SHSH Head Office in Canterbury. The Direct Sales department is located in Boston, USA. Other members of the sales team are based in London, Cambridge and Boston, USA.

The inspection took place over four and a half days and covered both the SHSE and SHSH programmes. Meetings were held with the chief operating officer, the principal, the DoS, the three acting summer DoSs, the learning support coordinator, the student services manager, both adult and under 18 senior activity leaders, the senior admissions co-ordinator, the accommodation officers, the CATS operations manager, the events officer (Canterbury College) and the SHSH senior academic manager. Separate focus group meetings were held with teachers and students at each centre, and with group leaders and activity leaders. Lesson observations and meetings took place at all four sites and one inspector visited residential and homestay accommodation and a student house.

## 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 type="checkbox"/>	<input 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 There is a clear structure of management and administration both within the school and within the wider organisation. There are effective arrangements in place to provide continuity when senior staff are absent.

M3 The duties of all staff are clear. However, in the safeguarding policy the principal is named as the designated child protection officer, but this role and responsibilities are not included in the principal's job description.

M4 There are very effective channels of communication both within the school and with the wider organisation. There are formal weekly administrative and academic meetings within the school and regular meetings with the departments based at the head office in Cambridge, with SHSH and with CATS. Communication with the staff at the additional sites and residences in use during the summer is also very good. Group leaders are expected to attend daily meetings with activities and academic staff. There is an annual SHSE conference which is attended by staff from the three schools.

M5 Responsibility for human resources policies and procedures lies with the centralised head office. The organisation's recruitment, induction and training policies are clearly outlined in excellent staff handbooks. Staff files are complete and well-organised.

M8 All staff, including temporary summer staff, receive appraisals. In addition to teachers, non-teaching staff are also observed and receive feedback on their performance and set their own continuing professional development (CPD) objectives. The procedures for handling unsatisfactory performance are clearly presented in the CEG employee handbook.

M9 Professional development plans are agreed as part of the appraisal programme. Teachers have regular in-house training and development sessions and there is funding available for external training for both teaching and administrative staff.

#### Student administration

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

#### Comments

M12 The majority of admissions are handled centrally in Cambridge and local staff take over when students arrive at the school. Walk-in admissions are processed at the school. The very experienced staff responsible for enrolment procedures handle them with sensitivity and efficiency. This experience is especially valuable at peak times with large intakes.

M13 The central database ensures all bookings and relevant details are instantly accessible regardless of whether the booking has been made centrally or locally. During the enrolment procedure, next of kin and emergency contact details are checked and these are kept updated on the database.

M14 The attendance policy is clear and the procedures in place are very effective. Registers are collected and checked during the first lesson and absentees are followed up appropriately for adults and immediately for under 18s.

#### 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"/>
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#### Comments

M16 Most of the points have been addressed. One point remains only partially addressed. Publicity states that in the Canterbury school 'a high proportion of our teachers hold Diploma-level teaching qualifications', but only six of the 20 teachers teaching at the time of the inspection at NDR were TEFLQ.

M17 The results of feedback and surveys are regularly reviewed and there is an end-of-summer review. Changes have been made as a result of these reviewing processes and as a result of sharing information with the other centres and SHSH, who all undergo and offer feedback on their own inspections.

M18 A feedback form is given to all students two days after their arrival. These are circulated to relevant staff who note actions taken in response to low marks or negative comments. Adult students complete an online survey at the end of their stay and juniors complete a written feedback form which is then scanned. Summaries of the feedback with actions taken are produced each month. There are daily meetings with group leaders and issues raised are dealt with appropriately.

M19 Staff give feedback during appraisals, during focus group meetings and at the end of the summer. The feedback is recorded and a note made of any actions taken. An external company conducts organisation-wide staff surveys for CEG, which last year focused on staff attitudes towards the company and their place within it.

#### 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 checked="" type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" 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 website and separate SHSE and SHSH brochures.

M22 The information given is generally accurate and realistic. The website states that 'Canterbury has recently been awarded the "Safest City" in England and Wales for students', but no source or evidence to back up this statement is given.

M23 This criterion is only just met. The descriptions of the course content and objectives are very brief, especially regarding the classic junior course.

M24 The advertised age range on the junior intensive course is 14–17 years old, but there was one 12 year-old on this course. There was an 11 year-old on the junior classic course which advertises a minimum age of 12.

M28 The adult brochure states that 'a high proportion of our full time staff are Diploma qualified' and '20 out of 40 (50 per cent) teachers were Diploma qualified as of 1st September 2014 across our three UK schools'. On the Canterbury school website it states 'A high proportion of our teachers hold Diploma-level teaching qualifications'. Only six of the 20 teachers teaching on the adult programme during the inspection had TEFLQ status.

#### Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of its students, generally in accordance with its publicity. A strong management structure within the school provides continuity and effective support to staff and communication is very good both within the school and in the wider organisation. *Staff management, Student administration and Quality assurance* are areas of strength.

#### Resources and environment

##### Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
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R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" 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 school has two year-round premises, two further premises to accommodate the junior courses in the summer and an option on additional rooms as required in the adjoining building and various residences. The school has long-term agreements with the additional sites and the number of rooms and spaces can be booked according to requirements. The various premises provide adequate space and a very comfortable environment for students and staff.

R2 All the premises are very well maintained and presented. The block used in Canterbury College was built recently, this and CATS College offer very bright and up-to-date spaces. The year-round centres are located in older buildings but they are kept in a good state of repair and cleanliness.

R4 The CATS and Canterbury College canteens provide the same meals which are included in the junior programmes. NDR has a small cafe offering snacks and drinks and there are several food outlets nearby. All the premises offer spaces for students to relax. However, at NDR the reception area gets very crowded and noisy at peak times because students tend to meet there if the cafe area is full.

R5 Noticeboards are well-presented with current information at all the sites and signage is very clear.

R6 Teachers have adequate spaces at each site. There are rooms allocated for group leaders and meetings with them and for activity leaders. The teachers room at NDR is relatively small when there are more teachers at peak times and teachers tend to use their classrooms if they need extra space to prepare lessons.

#### 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 type="checkbox"/>	<input type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

R7 Up-to-date and appropriately chosen coursebooks are given to students on the junior intensive and loaned to students on adult programmes. SHSH has devised its own workbooks at six levels for the junior classic programme. However, some of the content of the workbooks is not suited to the younger ages.

R9 All the classrooms at NDR and CATS College have interactive whiteboards. Staff receive training both during their inductions and also at in-house training sessions. There is support and technical help available on site. All the classrooms at Canterbury College have overhead data projectors. All the equipment is well-maintained.

R10 NDR has a small library with a selection of readers, DVDS, worksheets, grammar books and dictionaries.

R11 A member of the teaching team is available in the library to give guidance every afternoon.

R12 Time is allocated during teachers' meetings for the review of materials and teachers' requests for new books and resources are generally agreed to. SHSH review their in-house materials regularly and some new editions are published annually.

#### Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The learning resources and environment support and enhance the studies of students enrolled with the provider, and offer an appropriate professional environment for staff. *Premises and facilities* is an area of strength.

## 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

T1 One teacher did not have a Level 6 qualification. The rationale for the employment of this teacher was accepted within the context of this inspection.

T4 There is a strong academic management team, the structure of which adapts to the changes in the year-round and summer requirements. Year-round, the team is headed by the DoS, who is supported by an ADoS and senior teachers. In the summer, the ADoS becomes the acting DoS on the adult course. The year-round course director of junior courses becomes the DoS on the summer junior classic course and one of the senior teachers becomes the DoS on the junior intensive course. In the summer the year round DoS oversees the general running of the different course locations, supporting the acting DoSs, and focusing on staffing and quality assurance. All the DoSs, ADoSs and three senior teachers are TEFLQ and two further senior teachers are currently undertaking diploma-level courses. All have been with the school for several years or more.

### 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 type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

T6 Teachers are matched appropriately to courses according to their experience, qualifications and preferences.

T7 The junior classic course operates a double-banked timetable at peak and there is age differentiation in the various classes at each level. As the number fluctuate throughout the season, the classes have to be adjusted and every effort is made to minimise the disruption to students and teachers.

T10 There are fortnightly training sessions at NDR and weekly sessions for teachers on the junior classic and intensive courses. The programmes are based on the needs of teachers as identified in observations, general interest and requests. Teachers are encouraged to prepare and lead sessions. There are additional senior teachers for support in the summer and teachers praised the overall professional support they receive. There is a scheduled programme of peer observations.

T11 There are different procedures in place to monitor and observe temporary and permanent teachers. Permanent teachers are observed twice a year and there are regular drop-ins. Temporary teachers are observed within their first week and then according to needs identified. There is full and useful written feedback with action planning, which is followed up in the next observation.

### 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 type="checkbox"/>	

T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T12 The junior classic programme follows a communicative, task-based course collated by SHSH which is based on published materials. During the final lesson of the day students do project work, prepare for excursions or do communicative activities chosen by the teacher. Other courses use a published coursebook as the framework and, to a varying extent, the content of their course design. Teachers books and schemes of work are available for these courses. Afternoon option modules are generally designed by the teachers on the adult course and follow a set syllabus on the junior intensive course.

T13 Teachers are asked for written feedback on the syllabus and materials and changes are made in response to this. There is a regular reviewing process of the SHSH materials. However, these materials are designed for mid to older teens and are not always suited to the needs of the younger teens enrolled on the junior classic course.

T15 The classic course workbooks and coursebooks on other courses include activities for reviewing and for developing learning strategies. The student handbook also contains useful advice. During the monthly tutorial students are given advice about self-study, which is then recorded in their student folder.

T16 On the junior courses, students are prepared for excursions with specially prepared lessons at three levels and they also do project work, which takes them out into the local community. Some of the modules on the adult course are based on local history and UK culture.

#### 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 type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

T18 On the adult course students have weekly progress tests and the results of these are recorded and discussed during the monthly individual tutorials. Students complete tutorial forms during their tutorials, review their individual progress and are given self-study suggestions.

T21 The monthly progress reports are recorded on the student records on the database. At the end of the course students receive a certificate and a detailed, individual report.

T22 Any student interested in continuing their education in the UK is referred to CATS College, where there are staff who are experienced in advising students on the options available.

#### Classroom observation record

Number of teachers seen	40
Number of observations	40
Parts of programme(s) observed	General English (adult course), junior intensive course, junior classic course, junior intensive FCE course, FCE and Trinity speaking exam preparation course for a closed Italian group.

#### Comments

General English (adult course): 17 teachers

Junior courses: 20 teachers

Closed group courses: 3 teachers

#### 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 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 In most cases teachers produced good written and spoken models and offered clear explanations of language, indicating word stress and using the phonemic script competently. In a minority of segments, the explanations were confusing and sometimes incorrect and some of the language models offered were not contextualised.

T24 Language was generally graded appropriately and learners with different needs were identified, including a few with specific learning difficulties. Occasionally teachers spoke too fast and too far above the level of the students' understanding.

T25 The planning was very thorough and objectives were defined. The topics chosen were of interest and the optional modules were specifically designed to suit the students' needs and interests. Extra activities were planned for fast finishers and strategies were planned to deal with anticipated problems. Sometimes the topics and materials chosen did not match the interests of the younger students in the class.

T26 In most cases weekly plans were posted on the classroom walls. Reference was made to previous lessons, there was a clear progression within and between the lessons and homework also linked the lessons together. A coherent sequence of activities lead to an end task and there was generally very detailed preparation of stages.

T27 Interactive white boards and data projectors were used effectively and work on white boards was clearly presented. Worksheets, prompt cards and visual prompts were used well. Although tables and study chairs could be easily moved to suit the different activities and groupings, this was not always done. Downloaded materials from the internet were not always exploited well and the sound quality was also sometimes poor.

T28 Teachers used a variety of techniques well. These included language practice activities, games, icebreakers, role plays and competitions. In the stronger segments instructions were given clearly, monitoring included noting errors for later correction and eliciting encouraged students to develop language and extend their vocabulary. In weaker segments, teachers gave rather than elicited the answers in task-based activities, instructions were unclear and there was little checking of understanding.

T29 In most cases, students were very engaged, the pace was lively, there were lots of different interaction patterns and control was good. In weaker segments the handling of transitions and overall timing of activities was poor.

T30 Generally rapport was very good, teachers were very sensitive to their students and there was a positive learning atmosphere.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching observed ranged from satisfactory to good with the majority being satisfactory. The planning was very thorough and activities led to defined outcomes. Generally teachers demonstrated a sound knowledge of the language systems, used appropriate techniques and managed the resources, the interactions and learning activities effectively. Rapport was generally good and students enjoyed a positive learning atmosphere.

#### Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. All teachers, with one exception, have appropriate qualifications and are well-supported by an established academic management team to ensure that their teaching meets the needs of their students. Programmes of learning are managed for the benefit of the students, who are supported well and whose progress is carefully monitored. The teaching observed met the requirements of the Scheme. *Academic management, Course design and Learner management* are areas of strength.

#### 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

#### Comments

W1 Comprehensive security measures are in place for all the premises in use. Risk assessments have been produced for all premises and these take into account the international nature of the student body and relevant concerns. All staff, students and visitors wear colour-coded lanyards, with personal identification attached for staff and students. Most entrances are protected by a key code or swipe card system. At Canterbury College, which has open access, security personnel are present at all times and CCTV is in use. Main entrances are covered by reception staff at the 19 NDR, Canterbury College and OH premises. Lists of first-aid trained staff are displayed prominently. Secure access is ensured in all the residences by the use of keypads and entry cards. Residences for under 18s are alarmed at night and are supervised by staff throughout the night.

W2 The needs for pastoral care of both adult and under-18 students are fully met by a team led by the student services manager. The team comprises activity leaders, student welfare officers based at under-18 student residences and group leaders. Regular staff meetings are held to discuss any welfare issues that might arise. The school has a comprehensive welfare manual, containing detailed instructions and procedures for staff.

W3 The student services manager is designated as having responsibility for pastoral care and dealing with personal problems. Her name and photograph, along with those of her team, are displayed prominently on noticeboards. All individually-enrolled students under 18 are assigned to an activity leader for special care.

W4 The school has a clear policy on abusive behaviour. The policy is displayed prominently and is known to students and staff. In addition, a statement is included in the student handbook and posters in accessible English with visual content are displayed in classrooms and communal areas.

W5 A 24-hour emergency number is included in student handbooks and on student identity cards.

W6 The school has a dedicated transport manager, shared with its sister school CATS, who is responsible for all transport arrangements, including transfers from the point of arrival. He also arranges transport for excursions and transport between the school premises and homestays that are beyond walking distance. All arrangements work well.

W8 During the summer period a qualified nurse is on duty Monday to Friday, based in a well-equipped medical centre. She is available to all students on a walk-in basis. Outside the summer period, the nurse is available for emergencies and the school has access to a nearby NHS health centre. Students staying for six months or more are encouraged to register with a GP, and the school can help to arrange this, if necessary.

#### Accommodation profile

##### Comments on the accommodation seen by the inspectors

Throughout the year (including the summer period) the school offers homestay accommodation and, for adults only, accommodation in single rooms in four shared houses within walking distance.

The shared houses provide 23 bedrooms with shared kitchens, laundry rooms and communal areas. One house was visited, which provides accommodation for six students in single bedrooms, five en-suite and the sixth with its own adjacent bathroom. The kitchen is well equipped and students have the use of a washer and drier and spacious common rooms with television provided. They also have access to a pleasant garden. Utilities are included in the rent.

Homestay provision is in Canterbury and its surroundings, although at peak times some homestays are used in Herne Bay, a seaside town about seven miles away. For students on junior courses the school provides free transport, either by coach or taxi, for students accommodated in all homestays which are not within walking distance (approximately 30 minutes on foot). Free transport is also provided for students on adult courses if they live more than one hour's walk from the school. One inspector visited three homestays, two in Canterbury and one in a neighbouring village. At the time of the inspection, two of the homestays visited were accommodating under 18s and one was housing adults.

During the summer period only, residential accommodation is provided, for adults and under 18s separately, in a number of premises which are all within walking distance of the school. Some are used during the remainder of the year by CATS students and two are rented from one of the Canterbury universities. The residences vary from conversions of Victorian buildings to conversions of modern blocks of flats to purpose-built student accommodation. Many of the rooms are en-suite and some of the accommodation units provide well-equipped kitchens and spacious, comfortably furnished communal areas. Most rooms for under 18s in the summer period are shared by up to four students. Adults have single en-suite rooms. There is provision for laundry and ironing of clothes. Four student residences of various types were visited in the course of the inspection.

**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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Comments**

W9 All the accommodation visited is of a good standard and meets all Scheme requirements, in some cases exceeding them. The accommodation seen is in a good state of repair and decoration and provides students with a comfortable and welcoming environment.

W10 All accommodation is inspected and, where appropriate, evidence of gas safety and fire risk assessments are checked. The school assists homestay hosts in meeting safety standards when required.

W11 All accommodation is re-inspected at least every two years. In the case of residential accommodation, this is done more frequently. All homestay accommodation had been visited within the previous two years.

W12 Accommodation registers are comprehensive and are meticulously kept up to date with records of visits made and details of students placed.

W14 Student feedback is obtained in writing during students' first week and also at the end of their stay. The questionnaires used are analysed and summarised and are seen by relevant staff. The student handbook informs students of who to see if they have any problem with their accommodation. This information is also given at induction.

W15 Meals are provided in the summer by the refectory at Canterbury College and by a large canteen at CATS college. During the rest of the year meals are only provided by the canteen. A food and drink outlet at the main Stafford House building (19 New Dover Road) provides a range of hot and cold drinks as well as sandwiches, snacks and fruit. The meals at both main food outlets are of good quality and provide plenty of variety. Students spoke positively of the quality of the meals provided by the canteens and in homestays.

**Accommodation: homestay**

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

**Comments**

W17 The school has produced an attractive and informative homestay handbook for hosts. It sets out clearly the terms and conditions applied and explains what is expected of hosts and of their student guests. Hosts are sent copies of the social and leisure programme so that they will be aware of the activities that students will be taking part in.

**Accommodation: residential**

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

**Comments**

W23 A nurse is available on weekdays during the summer and the school arranges appointments at a nearby NHS medical centre when necessary. Night staff and a proportion of activity leaders on duty during the day are first-aid trained. See also W8.

**Accommodation: other**

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

**Comments**

W26 For adult students, information on local activities and events is provided through the use of a noticeboard, an internet calendar and a social media page. Advice is provided for travelling locally and nationally and for booking tickets for cultural and other events. Under 18s have a full and comprehensive activities programme and are not permitted to access outside events individually.

W27 The school provides adult students and under 18s separately with full social and activities programmes, including cultural visits and sporting activities. The programmes are varied and offer a rich experience. Under 18s are expected to participate but adults may choose which activities to take part in, if any.

W28 Risk assessments and detailed guidelines on handling difficult situations are provided to all staff responsible for leisure and activity programmes. A comprehensive printed guide on handling activities, excursions and transfers is in use. Information packs, including risk assessments and guidelines, are prepared for all activities and are signed for by activity leaders.

W29 The school has two separate teams of activity leaders, one for adults and one for under 18s, each led by an activity manager or senior leader. There is a high level of staffing, numerically and in terms of experience and enthusiasm. Activity leaders have received basic safeguarding training and many are first-aid trained.

**Welfare and student services summary**

The provision meets the section standard and exceeds it in some respects. Students' pastoral care and security are well catered for and medical facilities are good, particularly at peak in the summer. Homestay accommodation and adult student houses, both available throughout the year, are of a good standard. The residential accommodation offered to adults and under 18s during the summer period is also of a good standard. A rich and varied activities programme is provided and is well organised and managed. *Care of students, Accommodation and Leisure opportunities* are areas 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 checked="" 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

During the summer period, approximately two-thirds of the students enrolled are under 18. More than 90 per cent of these are in groups accompanied by group leaders. In the rest of the year, when the school only accepts under 16s in closed groups, the proportion is smaller. A small number of 16 and 17 year-olds attend adult courses throughout the year.

C1 The school has a detailed and comprehensive safeguarding policy which fully meets Scheme requirements and legal obligations. The principal is named as the designated child protection officer.

C2 The safeguarding policy is posted on the staff noticeboard and a copy is given to all staff on being recruited. It forms part of the induction process. All staff are required to complete basic safeguarding training online and provide evidence of successful completion. The principal has received specialist training and the student services manager advanced training. A guide to safeguarding is included in the homestay handbook and hosts are recommended to undertake training, with the support of the school if needed.

C5 All staff are DBS checked and suitability checks are carried out to cover periods spent abroad. Group leaders' suitability is also checked, usually through police checks in their home country, normally carried out by agents. All homestay hosts accommodating under 18s are DBS checked, including all members of the household and not just the primary carer. At present, permanent staff are not re-checked after three years, but the school is actively considering using the DBS updating service for its staff.

C6 A full leisure programme is provided for under 18s, and students are required to attend and participate (except for 16 and 17 year-olds on adult courses). They are not allowed to take part in outside activities unsupervised. Adult supervision is provided by activity leaders, supported by group leaders where relevant, and the school recruits a substantial number of activity leaders, sufficient to ensure that students are closely supervised throughout the day. At night, those students in residences are supervised by house parents, who are on duty throughout the night. Group leaders also supervise their own students at night. Rules are set out clearly in the student handbook, in information sent to parents and in the homestay handbook.

C7 Accommodation arrangements include all meals, with the exception of under 18s on adult courses in homestay, where the arrangement is half board on weekdays and full board at weekends. This is made clear to parents at the booking stage.

### Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. A comprehensive safeguarding policy is in place, which is made known to all persons in contact with under 18s. All staff receive safeguarding training and, together with homestay hosts accommodating under 18s, are DBS checked. Supervision and accommodation provision is appropriate and is of a good standard. *Care of under 18s* is an area of strength.

