

Organisation name	Stafford House Canterbury
Inspection date	25–28 June 2019

<b>Section standards</b>	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S4 have been addressed. The required evidence was subsequently submitted.

<b>Summary statement</b>
<p>The British Council inspected and accredited Stafford House Canterbury in June 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in general and professional English for adults (18+) and young people (16+), for closed groups of adults (18+) and under 18s, and vacation courses for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, student administration, learning resources, academic management, course design, learner management and care of students.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Stafford House Canterbury (SHC) is one of the four year-round ELT schools in the UK which form part of the Cambridge Education Group (CEG). The three other schools are located in Brighton, Cambridge and London and have separate accreditations. CEG also includes: adult ELT schools in Canada and the USA, CATS Sixth Form Colleges, the Cambridge School of Visual and Performing Arts in Cambridge, foundation campus partnerships with universities, digital courses and Stafford House Summer (SHS), formerly known as Stafford House Summer Holidays.

SHS, which has separate accreditation for most of its courses, runs summer programmes for juniors aged nine to 17 in the UK and the USA. The SHS courses in Canterbury are accredited through the accreditation of the year-round school. SHS head office is located on the top floor of one of the SHC buildings. Since the last inspection in 2015, the school has sold its nearby premises used to accommodate junior courses.

Human resources, marketing and finance departments for both SHC and SHS are centralised at the CEG headquarters, located in Cambridge. Admissions for the UK schools is also based in Cambridge and the reservations department for students coming on SHS courses is in Canterbury. Direct sales are managed locally in each school within the group.

The inspection lasted three and a half days. The two inspectors held meetings with the managing director of Stafford House International (SHI), the principal/manager of SHS centres, the director of studies (DoS), the assistant director of studies (ADoS), the senior student services officer, the global sales support team leader, the CATS College Canterbury operations manager, the course director of junior courses, the DoS for the junior intensive courses and two student services officers. Group meetings were held with three groups of students, adult and junior courses teachers, group leaders and activity staff. All teachers timetabled during the inspection were observed. One of the inspectors visited three residences, a student house and three homestays. The other inspector visited the Canterbury College premises due to be used in the week after the inspection.

## Address of main site/head office

19 New Dover Road, Canterbury CT1 3AS

## Description of sites visited

The year-round premises of the main school are on the outskirts of the city and comprise two buildings, which are linked by the school's student lounge on the ground floor. The rear building, known as the annexe, has six classrooms, a student common room and offices. The main building has a large reception area, eight classrooms, a library/classroom, a teachers' and resources' room and offices for the principal, the DoS, and the academic management team. There are further smaller rooms available for interviews and meetings. Stafford House Summer (SHS) head office is based on the top floor.

At the time of the inspection, the school was running its junior programmes at the nearby CATS College (56–60 New Dover Road Canterbury CT1 3LQ). Rooms being used included an office, a staffroom, a self-study room and 15 classrooms in two adjacent buildings.

In the week following the inspection, the school moved its expanding junior classic courses to Canterbury College (15 New Dover Road Canterbury CT1 3AJ), a further education college, situated very close to the year-round school. Rooms used included a canteen, a large hall, rooms for the academic manager, the group leaders, the activity staff and the teachers and 19 classrooms.

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

Stafford House Canterbury (SHC) offers a range of general English courses for students aged 16+ throughout the year. Students can choose to add either one or two additional 60-minute modules to the basic 15 hours a week course.

The school runs closed group courses throughout the year. Many of the groups are aged 12–17 and are taught in the annexe of the main school. The course content is generally negotiated with the teachers and agents. A few students enrolled at CATS Canterbury whose level of English is too low to follow the sixth-form syllabus, take classes at SHC until they have acquired a suitable level.

Open enrolment courses for under 18s are run during the summer. There are two intensive programmes of 23 hours per week; one is a four-week Cambridge FCE preparation course for 14–17 year-olds and the other is a junior intensive course (JINT) for 12–17 year-olds. The latter follows a programme of general English and a choice of modules. A 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.

### Management profile

The principal of the year-round school, who is also the manager of all of the SHS centres, reports to the managing director of SHI. In his Canterbury school role, the principal is supported by a DoS, an ADoS and a senior student services officer. There is also a course director of junior programmes, who manages the academic part of year-round junior courses and the classic summer programme. In the summer the principal also becomes the summer courses manager, the ADoS becomes the adult course DoS, and there are separate academic managers for the junior classic and the junior intensive courses.

### Accommodation profile

Homestay and residential accommodation, including two self-catering student houses, is available. All accommodation is within walking distance or a short bus ride from the year-round and summer teaching centres. The school provides a private bus or taxi service to collect and return students to more distant homestays.

In homestays, adults have a choice of half board or bed and breakfast. Students aged 16 and 17 have half board with full board at weekends. Under 16s have full board.

For residential accommodation, adults can choose a self-catering university residence or one of two self-catering student houses. For under 18s booking either as individuals or in junior groups there is a choice of eight residences used by CATS College during the academic year. One of these is for 16–17 year olds, the others for 14–17 year olds. All under-18 residences provide full-board accommodation.

### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. The school is well managed and operates to the benefit of students and staff, and in accordance with its goals, and publicity.

*Strategic and quality management* and *Student administration* are areas of strength.

#### Premises and resources

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. *Learning resources* is an area of strength.

#### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate for the context. Teachers are well managed and supported. Courses are well structured to the clear benefit of students. The teaching observed met the requirements of the Scheme.

*Academic management*, *Course design*, and *Learner management* are areas of strength.

#### Welfare and student services

The provision meets the section standard and exceeds it in some respects. It meets the needs of students for security, pastoral care, information and leisure activities. They benefit from well-managed and responsive student services, including a good variety of out-of-class activities and a range of suitable, effectively monitored

accommodation. *Care of students* is an area of strength.

### Safeguarding under 18s

Overall the provision meets the section standard although systems for checking suitability need to be improved. There is appropriate provision for the safeguarding of students under the age of 18 within the school, and in the leisure activities and accommodation provided. There is a clear and comprehensive safeguarding policy, and staff are appropriately trained to implement it.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

### Comments

M1 The mission statement is made known to staff through notices on boards and the staff handbook. Staff were consulted during its development and it is integral to the working of the organisation.

M4 There are very effective formal and informal channels of communication within and between departments in SHC and with the other schools within the group. These channels include frequent and minuted meetings at all levels of the organisation and many opportunities for staff to communicate with their counterparts in other schools.

M5 SHC obtains feedback from students throughout their stay through a number of mechanisms including questionnaires, focus groups and tutorials. Feedback is carefully analysed and acted upon whenever possible.

M6 Overall this criterion is met as staff feel listened to by management and can offer suggestions through meetings, focus groups and appraisals. However, the staff survey mentioned in the last report has not been repeated and a limited number of staff completed leaving surveys at the end of last summer.

M7 SHC has very effective systems for reviewing its processes and systems in order to improve them. Comprehensive measures include projects to overhaul processes and policies, review meetings, and key performance indicators set for staff.

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.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Not 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.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

**Comments**

M8 Overall this criterion is met, as the school has very good HR policies and documentation, and benefits from using the services of an HR partner. However, there had been a number of issues concerning payroll, not all of which had been resolved at the time of the inspection.

M9 Although most staff receive detailed job descriptions, not all of these have been recently reviewed.

M10 Although there are clear procedures in place for all stages of the recruitment process and for all types of staff, in 2019 there were problems ensuring that all staff received DBS checks before their employment and references were not in place for all staff employed over the summer.

M11 All staff, including temporary staff, receive very effective and thorough inductions. Staff are paid to attend inductions and newly appointed staff are given more experienced 'buddies'.

M12 Appraisals are well conducted for both permanent and temporary staff; for example, academic staff receive annual appraisals and mid-year reviews and are encouraged to set concrete objectives. Summer school staff are offered end-of-summer appraisal.

M13 Comprehensive continuing professional development (CPD) opportunities are offered to all staff. There is a CPD budget that enables staff to receive financial support to further their qualifications and attend external events. All year-round and summer teachers are offered in-service training sessions and peer observation is encouraged and supported.

**Student administration****Area of strength**

M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.

Strength

M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.

Strength

M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.

Met

M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.

Met

M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.

Met

M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.

Strength

M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.

Met

M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.

Met

**Comments**

M14 Staff receive very positive feedback from students concerning their helpfulness and courteousness. Feedback forms name a number of key staff, who all receive positive scores from students. Staff are supported by very good database systems.

M15 Students and agents receive very good information and individual support through a variety of relevant channels, when required. The accommodation information available is very detailed.

M19 There are comprehensive punctuality and attendance procedures in place on all courses. These are made known to students at the beginning of courses and implemented when necessary. Any absences of under 18s are immediately followed up.

M21 This criterion is met overall as the complaints procedure is on the website and the policy is displayed in the main school. The SHS *Useful information for Students* handbook also starts with information about who to see if you have any problems. However, there is no copy of the procedure on display in junior course locations.

**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.

Met

M27 Publicity gives an accurate description of any accommodation offered.

Met

M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met
<b>Comments</b>	
Publicity includes generic brochures for Stafford House International and Stafford House Summer courses, fact sheets, a website and social media platforms.	
M23 This criterion is met, as most of the publicity is written in accessible English. However, some of the description of places is less accessible, for example, Canterbury is described as being 'awash with history yet vibrant with student life'.	
M28 Teachers are referred to as 'experienced' on the website, which is not the case for all of them throughout the year. Staff are referred to as 'highly trained and experienced' which does not reflect the training and experience of all staff.	

## Premises and resources

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

<b>Comments</b>	
P1 The premises used on all sites, including external areas, are in a very good state of repair and decoration. The reception area and the student lounge in the main building were refurbished in 2018.	
P2 Classrooms vary in terms of their suitability. Some of the rooms have air conditioning, whereas in those that do not, there is a lack of ventilation when windows are closed or extraneous noise if they are open. Some of the classrooms at CATS Canterbury were also hot at times. Teachers on both sites commented on issues of heat in some classrooms.	
P5 The notices are very attractive in the main building and include a useful photo gallery of staff. However, the noticeboards at CATS College were less conveniently situated and contained less information about staff.	

<b>Learning resources</b>	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

<b>Comments</b>	
P7 The school has an extensive range of up-to-date coursebooks and supplementary materials for students and teachers in all areas of the provision. These resources are well organised and some books are set aside for use in particular types of lessons.	
P9 All rooms have interactive whiteboards or projectors. These are well maintained and staff receive initial and ongoing training in how to use them.	
P12 Teaching and learning resources are effectively and systematically reviewed based on staff and student	

feedback. Materials used on summer courses are reviewed annually and academic managers receive ongoing feedback from teachers on books used on year-round courses.

## Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

### Comments

T1 One teacher does not have a Level 6 qualification. The rationale for their employment is accepted within the context of this inspection. The teacher has had substantial teaching experience, ongoing professional development, has taught on an MA course and is a published author.

T4 The core academic management team consists of five managers, all of whom are TEFLQ and have considerable teaching and management experience in all aspects of the school's provision. Rationales were provided for two TEFLI senior teachers. The rationales are accepted within the context of this inspection, as both of them have relevant experience and provide administrative and additional support to teachers. Neither of them is involved in course design or formally observing teachers.

<b>Academic management</b>	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
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.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

### Comments

T5 The school has very clear policies for allocating teachers to specific courses and levels, for example, all exam class teachers are TEFLQ. The school encourages teachers to change levels to broaden their experience and provides appropriate support. The year-round DoS allocates teachers to courses in close consultation with the relevant programme DoS.

T7 Cover arrangements are clear and work very well. There is a designated first cover person for all courses. Schemes of work and daily records make it clear what work should be covered in classes.

T8 The school has comprehensive measures in place to ensure that students benefit from continuous enrolment policies. Courses are designed on a weekly basis and involve negotiation with students. Continuous enrolment is discussed at induction, and features in the teachers handbook. The teaching and learning support co-ordinator provides support for teachers in this area on an individual and group basis, particularly in the summer with less experienced teachers.

T9 Academic managers provide an excellent level of guidance and support to teachers. Buddy systems and a systematic peer observation programme help teachers to learn from each other. Teachers praised the level of support they received from the academic management team.

T10 There are detailed observation schedules in place to ensure that all teachers receive observations, some of which are linked to appraisals. However, the format of observation feedback forms does not sufficiently encourage teachers to make action plans for making improvements.

<b>Course design and implementation</b>	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met

T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

#### Comments

T12 There are comprehensive measures in place to review course design. Courses are negotiated with students; staff and learner feedback feeds into academic reviews, for example, teacher focus groups are held to discuss coursebooks, module course content and resources. Closed group courses are customised and reviewed with partners at the end of courses to make changes for future visits.

T15 Regular tutorials help students set learning targets. Posters promote apps and websites to encourage independent learning.

T16 The school systematically integrates classroom activities with the wider environment, through preparation for out-of-school activities, excursion preparation, talking to homestay hosts homework, and projects that involve students interviewing people in Canterbury.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Strength
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

T18 There are very effective procedures in place to monitor and record student progress. Students take a skills progress test every Monday and results are recorded on the student portal. There are clear policies to determine when students can move up a level.

T19 Excellent support is provided to students through a number of mechanisms, including a tutorial system during which students set clear targets and the open-door policy of academic managers. Teachers are informed of any students with particular learning needs. Students and staff can draw on the advice and expertise of the teaching and learning support co-ordinator.

T20 The school has a well-qualified examinations officer, who is made known to students at induction and through notices. She is on hand to give students expert assistance in choosing exams. All teachers on examination courses are very experienced and are TEFLQ.

T21 Academic reports are written for all students. All adults studying for over four weeks receive monthly progress reports followed up by tutorials. All junior students receive progress reports that incorporate feedback on their skills, vocabulary, pronunciation, effort and achievement.

#### Classroom observation record

Number of teachers seen	29
Number of observations	29
Parts of programme(s) observed	All parts of both general English and examination adult and junior courses.

#### Comments

None.

<b>Teaching: classroom observation</b>	Met
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T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

### Comments

T23 Most teachers provided good models of English and some used phonemic symbols and stress marks appropriately to help students learn new vocabulary. In a few lessons some vocabulary explanations were unclear and some words were stressed unnaturally.

T24 The content of lessons was generally appropriate for learners, particularly in the case of examination classes.

T25 Although most lessons had aims, these were not normally expressed as learning outcomes and in some cases not clearly shared with learners.

T26 In most lessons, teachers used a number of techniques competently, such as elicitation, prompting and concept checking. In a few classes, lessons revolved too rigidly around coursebook tasks and teacher talking time was excessive.

T27 In most lessons teachers gave clear instructions and used interactive whiteboards very competently.

T28 In some classes teachers used an excellent range of correction techniques, including self, peer and delayed, while in other lessons insufficient attention was paid to providing students with feedback.

T29 Most lessons included a variety of evaluation tasks to check that student learning had taken place.

T30 There was a positive learning atmosphere in nearly all lessons observed. Teachers managed to engage their students in activities and made very good use of a range of appropriate interaction patterns.

### Classroom observation summary

The lessons observed ranged from excellent to satisfactory with most lessons being satisfactory. All classes had been well planned, although lesson aims were often not expressed as learning outcomes. Teachers used a good range of appropriate techniques and employed learning technology very competently. There was an excellent learning atmosphere in nearly all classes observed. The teaching observed met the requirements of the Scheme.

### 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.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

**Comments**

W1 Arrangements to ensure the safety and security of students are of a high standard. Systems include individualised fob-controlled access and different colour-coded lanyards for staff, students and visitors. Risk assessments for all sites are up to date, with reviews scheduled. There are regular fire evacuation drills and equipment tests.

W2 There is a comprehensive emergency plan developed for the Stafford House UK schools and seasonal sites, with procedures for onsite and off-site emergencies. It covers such areas as first aid, lockdown, evacuation, immediate response, transport plans and chain of communication. The plan is well considered and is communicated appropriately to staff and students.

W5 The school's 24-hour emergency contact number is widely available on documents, the online student portal and on students' identity lanyards. However, some students told the inspectors they did not take their lanyards when they went out in the evenings and that they had not entered the school's emergency number on their phones.

W7 Relevant advice about life in the UK, including safety advice and the law, is provided attractively and effectively in the student handbooks and on the online student portal. It is reviewed at their arrival inductions, conducted by a senior member of the academic or administrative staff.

W8 Students have comprehensive information about and access to healthcare provision. There are nine first aiders among the permanent staff, a medical centre opposite the main building and a nurse and sick room at CATS College. A member of staff takes new students booked for six or more months to register at the medical centre.

<b>Accommodation</b> (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

**Comments**

W9 The quality of all the accommodation visited was good. The homestay hosts visited offered comfortable, caring homes, clearly knew their students well and were interested in their welfare. The self-catering shared student house and the residence for adult students are clean, safe and well located. The two residences for 12 to 17 year-olds were comfortable, well supervised and situated near the teaching accommodation.

W12 Students receive accurate, relevant information about the accommodation they have booked. For residences, accurate and detailed information is given on the website and in pre-arrival information. For students staying in homestays, confirmation includes a pen portrait of the hosts and their household.

W14 Accommodation providers receive detailed instructions and written confirmation of the school's terms and conditions. Homestay providers' terms are regularly reviewed, updated, and signed by hosts when the accommodation officer visits and when new rates are issued every year.

<i>Accommodation: homestay only</i>	
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.	N/a

#### Comments

The relevant criterion in this area is fully met.

<b>Leisure opportunities</b>	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

W23 A wide range of social, cultural and leisure activities is available throughout the year, responsive to the needs and interests of individuals and groups. Information is available on noticeboards, the online student platform, the website and social media. Activities offered vary according to the age of students and the programme followed. Student services staff will provide individuals with advice and help book tickets.

W25 Leisure programmes are well organised and effectively resourced. In winter they are managed by the senior student services officer and the ADoS; in summer by the activities manager and senior activity leaders. Excursions are well prepared with appropriate briefings for students and accompanying staff, including both the cultural content of the visits and logistic and safety information.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	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.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
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

S1 Stafford House has a comprehensive safeguarding policy, framed with input from internal and external expert advisors. The full 19-page policy is supported by targeted briefer versions for homestay, staff, group leader and student handbooks and noticeboards. The principal and senior student services officers are clearly identified by name on noticeboards and relevant documents as the designated (DSL) and deputy (DDSL) safeguarding leads.

S2 The DSL and DDSL have had specialist training, a large number of permanent staff have had advanced level training and all staff and homestay hosts accepting under 18s have basic level training. Their training is periodically refreshed by the DSL or his deputy. Visitors and contractors receive safeguarding guidance upon entering the school.

S3 The school has written parental/guardian consent that reflects the level of care and support provided. However,

some of the language in the medical consent form parents are required to sign is unnecessarily difficult.

S4 Not all staff employed over the summer had the necessary number of references on file. Some of the risk assessments for staff with pending DBS checks were signed and dated some time after they had started work. The school's safeguarding policy specifies homestay hosts will have an enhanced DBS check before under 18s are placed and then be renewed every three years, but one host's record showed the most recent DBS dated 2009.

S6 Clear rules for what students may do outside scheduled activities are presented effectively at induction, on noticeboards, the online student portal, the student handbook and made known to parents, staff and homestay hosts. The rules in the student handbook are set out graphically and understanding is checked in a handbook quiz.

### 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	1985
Last full inspection	2015
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	N/a
Other related accredited schools/centres/affiliates	Stafford House International schools in London, Brighton, Cambridge. Stafford House Summer centres.
Other related non-accredited schools/centres/affiliates	Stafford House schools in Boston, Chicago, San Francisco, San Diego, Toronto, Calgary.

### Private sector

Date of foundation	1952
Ownership	Name of company: CATS Colleges Holdings Ltd Company number: 11880907
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 and not visited	N/a

### Student profile

	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	88	120

Full-time ELT (15+ hours per week) aged 16–17 years	90	187
Full-time ELT (15+ hours per week) aged under 16	120	374
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total</b> ELT/ESOL students shown above	<b>298</b>	<b>681</b>
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Italian, French, Turkish	Italian, Chilean, Brazilian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–30	16–30
Adult programmes: typical length of stay	2–4 weeks and 12 weeks	2–4 weeks and 12 weeks
Adult programmes: predominant nationalities	<i>Saudi, Thai, Italian</i>	<i>Saudi, Thai, Italian, French</i>

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	27	41
Number teaching ELT 20 hours and over a week	10	
Number teaching ELT under 19 hours a week	17	
Number of academic managers for eligible ELT courses	7	7
Number of management (non-academic) and administrative staff working on eligible ELT courses	8	
Total number of support staff	12	

#### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	5
Academic managers without TEFLQ qualification or three years relevant experience	2
Total	7
Comments	
Five of the academic managers did not teach in the week of the inspection. One taught 11 hours and one four hours.	

#### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	10
TEFLI qualification	17
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	27
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	33	68

Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	27	138
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	10	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	4
Staying in privately rented rooms/flats	18	N/a
Overall totals adults/under 18s	88	210
Overall total adults + under 18s	298	