

Organisation name	Stafford House Canterbury
Inspection date	9–10 October 2025

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

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Stafford House Canterbury in October 2025. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

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

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

Introduction

Stafford House Canterbury (SHC) was first inspected in 1985 and last inspected in 2021. It is one of the three year-round Stafford House International (SHI) schools in the UK which form part of the CATS Global Schools (CGS) group, a wholly owned subsidiary of Bright Scholar UK.

Throughout the year, SHC offers general English and examination preparation courses to students aged 16, and closed group courses to young learners and adults. Accommodation is offered in nearby residences and in homestays. In the summer the school also offers summer vacation courses for young learners in other premises and additional residences normally used by Worthgate School, Canterbury (part of the CGS group).

The CGS group offers centralised marketing, admissions, finance and HR functions. In addition, the SHI schools share some administrative, academic and safeguarding policies and procedures. This inspection was the first of three to be conducted in consecutive weeks in all the SHI schools in the UK. Prior to the Canterbury inspection, the inspectors spent half a day interviewing meeting CGS and SHI head office staff and examining documentation.

The inspection took two days. During the inspection, the two inspectors held interviews with the principal, director of studies (DoS), vice principal (student services manager), business manager (from Worthgate), assistant director of studies (ADoS), teacher overseeing junior programmes, the activities manager, student services officer and accommodation officer. Separate focus groups were conducted with teachers, activity leaders, adult students, junior students and group leaders. All teachers timetabled during the inspection were observed. One inspector conducted a virtual tour of three homestays and visited the three student residences in use.

Since the last inspection, the school has taken on two year-round residences and introduced two new summer junior specialist courses; Model United Nations and Careers in Medicine.

Address of main site/head office

19 New Dover Rd, Canterbury CT1 3AS.

Description of sites visited/observed

The main three-storey building and annexe are situated set back from a main road leading into Canterbury city centre, near various eateries and a supermarket. The facilities within the buildings include: a reception area with student services offices, a maximum of 14 classrooms, a student lounge equipped with a seating area and a kitchen, a principal's office, a DoS office, a library, a staffroom with an adjacent kitchen, and an additional student lounge designated for junior courses. During the inspection, one classroom was used as a prayer room. The head office of Stafford House Study Holidays (SHSH) is located on the top floor of the main building. External amenities comprise picnic benches, car parking facilities, and bicycle racks.

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 checked="" 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"/>
Applied English/Content and language integrated learning (CLIL)	<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

Throughout the year, SHC provides general English and examination preparation courses for individuals aged 16 and above, as well as closed group courses for juniors and adults. In the afternoons, students are enrolled in intensive courses and participate in module classes. During the summer, the school additionally offers vacation programmes, which include lessons, accommodation, and a social programme for individual students aged 14 to 17 and groups aged 11 to 18. One-to-one classes are available year-round.

Management profile

The principal, who reports to the general manager of SHI, is assisted by the vice principal with responsibilities for student services and accommodation, a DoS, an activities manager and three student services officers.

Accommodation profile

At the time of the inspection, the school was utilising three of its own residences: two designated for junior groups and one for adult students. An additional residence becomes available in the summer for junior students. The self-catering adult residence offers single ensuite rooms in flats equipped with kitchens. The junior residences provide

single or twin ensuite rooms, with all meals served in the school canteen. Homestay accommodation is available year-round for both under 18s and adult students. When additional homestay accommodation is required, the school collaborates with an accommodation agency registered with the British Council.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the staff and students and in accordance with the provider's highly relevant goals and values, and very clearly presented publicity. The structure of the organisation is well established, communication is excellent and student administration is carried out very efficiently and effectively. *Strategic and quality management, Staff management and development, Student administration and Publicity* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very safe, comfortable, pleasant and professional environment for work and relaxation. A wide range of learning resources is available, appropriate to the age and needs of the students. Resources are very well organised and guidance on their use is provided for students and staff where needed. *Premises and facilities* and *Learning resources* are areas 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 to the context. Course design and learner management are very effective. Teachers receive excellent support, and the courses are very well managed to provide the maximum possible benefit to 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. Procedures for managing emergency situations are robust, and pastoral care is very well provided for. Accommodation is very well managed, and the leisure programme is varied and well organised. *Care of students, Accommodation, and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is very appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities and the accommodation provided. *Safeguarding under 18s* is an area of strength.

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.	Strength
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.	Strength
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.	Strength

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
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Comments

M1 The goals and values of the organisation are clearly understood and articulated by management and are very well aligned with the current context of the school and how it operates. The school's mission is very clearly communicated to all stakeholders including staff, students, agents and homestays.

M2 There are written objectives and plans at both group and school level. There is clear evidence of work being carried out towards achieving the stated objectives and of monitoring and reviewing of them.

M3 The structure of the school is documented and well understood by staff, students and their representatives. The structure is clearly defined and established at school level and is effectively supported by head office structures, functions and systems.

M4 Communication with staff, students and their representatives is very effective. Excellent use is made of a range of communication channels inside the school and there are good opportunities for staff with similar roles to communicate across the organisation.

M5 Feedback is collected, recorded and acted upon. The school ensures that return rates are high and there is good evidence of actions taken in response to student feedback, and a general student perception that their views are valued.

M6 There is a range of mechanisms in place for the collection of staff feedback from all staff, including seasonal team members. There are examples of actions taken in response to staff feedback, and a strong staff perception that their views are valued.

M7 There are several regular and comprehensive quality reviews in place at both school and group levels incorporating multiple sources of references and perspectives.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M8 Staff feel valued, included and well supported. Policies, procedures and the culture of the organisation ensures a rewarding working environment.

M11 Induction procedures for all staff are comprehensive. Induction includes a number of stages, is well supported by managers and colleagues, and staff are paid for their induction period.

M12 Robust and supportive appraisals and reviews are in place to formally recognise and celebrate achievements and to identify areas for improvement. Positive and constructive feedback is communicated to staff.

M13 There is a structured approach to CPD which is appropriate to the organisation, school and individual needs. CPD is closely connected to appraisals, and all staff are engaged in professional development.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good 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 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 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

M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

M14 There is a strong culture of customer service throughout the organisation. This is supported by management, staff, IT systems and training. As a result, there is consistently good feedback from students and their representatives.

M15 Students and their representatives receive clear and comprehensive information before arrival. The school has excellent protocols in place for communicating with students directly, both prior to arrival, when they arrive and throughout their stay.

M16 There is excellent record keeping in place for student information. It is stored and monitored effectively to ensure that information is accurate and up to date. Terms and conditions are very clear, including a very fair refund policy.

M18 There is a clear attendance policy, and rules are made clear to students. Attendance records are accurate and easily accessible to teachers and managers. There is excellent evidence of the systematic follow-up of attendance and punctuality problems.

M19 The conditions and procedures under which a student may be asked to leave the course are covered in the terms and conditions and highlighted very clearly via the school rules during induction.

Publicity	Area of strength
M21 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
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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.	Strength
M26 Publicity gives an accurate description of any accommodation offered.	Strength
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

SHC publicity consists of the Stafford House website the SHI brochure and the Stafford House price list. The school also has a presence on a range of social media platforms.

M23 Information on course content is very clearly and consistently presented across all courses. All of the required information is included.

M25 The website includes a 'Young Travellers' section which provides very clear, thorough guidance and information regarding pastoral care, supervision and safeguarding.

M26 The different types of accommodation offered are very clearly described with detailed information, images of real homestays and residential accommodation. The website also includes useful advice to students about staying in different types of accommodation.

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
P2 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
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength

P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met
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Comments

P1 The school ensures the safety and security of students on the premises. Specialist staff support the framing of health and safety policies and practices, and school-based staff have high levels of awareness and training.

P2 The premises are well maintained and clean. Good thought has been given to providing the most comfortable environment possible for the school's context, particularly in relation to providing spaces for adult students and closed groups of juniors.

P4 Two student lounges and outside areas ensure that there is plenty of space for students to relax. The adult student lounge provides students with very good facilities for the preparation of food and drinks.

P5 There is excellent signage throughout the building as well as noticeboards and displays which are visually attractive and informative.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use 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.	Strength
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 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 Learning resources are very well organised. There is a wide range of core and supplementary resources including in-house and custom-made materials.

P8 There is a wide selection of resources available to teachers, including hard copies, digital and online materials. In addition, there is very good access for teachers to technology including computers, printers and photocopiers.

P9 There is a good range of educational technology in classrooms, which is well maintained supported by onsite technical assistance. All teachers are inducted in the use of the technology, and it is used with confidence.

P11 There is a systematised approach to reviewing resources at both school and organisational levels. This results in a very good range of up-to-date learning materials.

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

Comments

The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength

T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Strength
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength

Comments

T4 Timetabling is very well organised and is communicated to staff and students in a timely manner. There are excellent arrangements in place to ensure the segregation of adults and young learners within the building.

T6 There is excellent, clear guidance for teachers on lesson planning and the integration of new students. In addition, the scheme of work and weekly course plans are designed to facilitate continuous enrolment.

T7 Teacher induction is thorough and includes a range of meetings, observations, and support mechanisms. Induction is followed up to ensure that teachers have integrated effectively into their roles. Attention is paid to inducting teachers when they transition from teaching one age group to another.

T8 There is excellent day-to-day guidance and support in place. The DoS and ADoS prioritise their availability to teaching staff, particularly before school, during breaks, and at the end of the teaching day. In addition, there are regular informal check-ins with staff, as well as a buddy system where teachers are paired with a colleague for support.

T9 The required observations are carried out twice per year. Oral and written feedback are provided, and teachers reported a strong appreciation of the process. In addition, there is a range of drop-in and informal observations which have a strong developmental focus.

T10 There is a strong culture of CPD within the academic team. This includes inset sessions, peer observations, whole-school training and opportunities for external training and development. All teachers reported that they felt that working at the school effectively supported their professional development.

Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Strength

Comments

T11 Course design is based on a clear set of principles which is communicated to staff and students. Materials are selected or designed to match course objectives. Student outcomes are clearly aligned to CEFR standards, and progression is explicit within course design.

T13 Processes for reviewing course design are formalised and documented at both school and group levels. There is strong evidence of changes being made in response to student and staff feedback, as well as student progress and outcomes.

T14 Weekly plans are shared with students and discussed in class at the beginning of each week. Students have the opportunity to give feedback on weekly plans, and teachers adapt the programme of study accordingly.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T15 Students are tested in all relevant areas including a speaking test which includes a student needs analysis. Class placement is linked to the CEFR. All assessment data is uploaded to the student information system.

T16 There are several mechanisms for assessing students' progress, resulting in excellent tracking and recording of student progress.

T17 Assessment data, academic tutorials and individual learning plans are utilised to ensure that staff and students have very good awareness of each student's learning needs and how they can meet the course objectives.

T18 An examinations manager and advisor are both available to provide information and advice to students, meaning that excellent guidance is available to them.

Classroom observation record

Number of teachers seen	12
Number of observations	12
Parts of programme(s) observed	General English adults, afternoon modules adults, young learner general English and project work.

Comments

None.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Strength
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 Clear modelling and explanations were provided in nearly all classes. In the majority of segments, examples and explanations were relevant, concise, and memorable, with a good focus on meaning and clear indication of language use in context.

T20 In nearly all segments, there was evidence of sensitivity to learners' pace of learning and need for further practice. Content and activity types reflected the age, background, and preferences of students. Detailed class profiles showed in-depth awareness of individuals' strengths and needs, and differentiation strategies were present in the large majority of plans.

T21 In nearly all cases, learning outcomes, referring to what students would know or be able to do, were introduced at the start of class and made clear throughout the lesson. The class content and sequencing of activities led students to their learning outcomes very effectively.

T22 A good range of techniques was observed including clear instruction giving and consistent checking. Effective elicitation, prompting, and sensitive questioning were used, with regular checking of understanding.

T23 The majority of teachers made competent use of available learning resources, including interactive whiteboards. In stronger segments movement about the classroom was encouraged, and effective use of the board including purposeful use of colour were evident, with table arrangements used well to change groupings.

T24 Most teachers monitored students' performance during activities, providing useful and spontaneous feedback, focusing on target language and pronunciation. Corrections were made positively and encouragingly, with delayed correction used when appropriate.

T25 Activities relevant to the class focus were included to give students opportunities to assess their performance against learning outcomes. Stronger segments incorporated a reflective stage where learning objectives were assessed, alongside monitoring during activities and class feedback.

T26 Nearly all teachers demonstrated good voice projection and energy, encouraging students to listen and respond to each other's contributions. Learners remained actively engaged throughout lessons, fostered by sensitive groupings, humour, and effective nomination.

Welfare and student services

Care of students	Area of strength
W1 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
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Strength

Comments

W1 There is a very comprehensive company-wide plan to deal with emergencies. Within the school, the appropriate elements are very clearly presented to students, group leaders, staff and homestays, who are all sensitively briefed on the procedures to follow in the event of an emergency. Aspects of the emergency plan are integrated into the leisure programme.

W2 Students receive excellent pastoral care and report feeling very well supported by all staff. Twice a week, one member of the student services team meets students aged under 18 on the adult programme. The student services team have received mental health first aid training and there is close liaising between the academic and student services teams regarding students with specific learning difficulties. A pastoral element is included in the monthly tutorials.

W3 The school has clear and thorough policies to promote tolerance and respect. Students are made aware of these policies through appropriate language and posters. Inclusivity is very evidently at the core of activities promoted within the school and there is a company-wide diversity policy.

W5 Students receive very good information in pre-arrival documentation about methods and costs of travel between the point of entry and the school or accommodation, and there is a well-organised transfer service, which is recommended for students under 18. During induction and in handbooks students receive clearly presented information, and quizzes help to ensure this information is understood.

W6 Students have good access to adequate health care within the school, during leisure activities, and outside the school. They are given accurate and up-to-date information about the health services available to them and are accompanied to hospital or clinic appointments when appropriate.

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W13 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 member of staff responsible for arranging accommodation is extremely experienced, visits are carried out regularly and scrupulous records are kept. There is a very easy system of identifying when visits or other checks are due.

W10 Students receive clear and comprehensive written confirmation of their accommodation. This includes a pen portrait of the household for those booking homestay and for those booking residences, detailed information is included on the website and in pre-arrival documentation. Homestay hosts and students are encouraged to contact each other pre arrival.

W11 Students and group leaders are asked about the accommodation on day one and in an initial questionnaire. All issues are immediately followed up and very complete records are kept of the monitoring and result of actions taken.

W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider and these are clearly documented in a comprehensive handbook for homestays. The terms for each individual booking are also made very clear.

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments	
All the criteria in the above area are fully met.	

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments	
All the criteria in the above area are fully met.	

Leisure opportunities	Area of strength
W19 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
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength

Comments	
W19 Students are kept very well informed about local activities and events and are encouraged to attend the weekend and evening suggestions which are included in the leisure programme. Staff, who assist students with booking and attending local events, often attend these with the students.	
W20 The content of the programmes is very well suited to the interests and profile of the students. Students on adult courses are asked informally and during tutorials for ideas of what they would like included in the programme. For groups, their leisure programmes are carefully compiled pre-arrival, but these can be adjusted according to reasonable requests during the course.	
W21 The activities' team, led by the permanent activities' manager, plan and deliver a very well organised programme of events both to groups and the adult school Excursions are very well planned, and staff are extremely well briefed.	
W22 There are very effective systems to ensure the health and safety of students. The risk assessments are produced by an experienced and trained member of staff and they are regularly reviewed, taking account of feedback after each trip. Specific emergency procedures are in place and staff, students and group leaders are briefed appropriately.	
W23 Activities staff are carefully recruited and undergo comprehensive inductions. They are given opportunities to practise and shadow, and their initial activities are closely monitored. Regular in-house training is provided, and external training sessions are also attended.	

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
S7 There are suitable arrangements for the accommodation of students.	Strength
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

Throughout the year, a few students aged 16 and 17 join adult courses. During the inspection, there was one 17-year-old student enrolled on an adult course and accommodated in homestay. In the summer, the number of students increases significantly, and they can be accommodated in a separate residence. Additionally, the school offers closed-group courses for students aged 11–18. At the time of the inspection, there was one large group with ages ranging from 15 to 18 and one small group with ages ranging from 15 to 17. In the summer, the school manages large groups and individual junior students enrolled in Stafford House Study Holidays programmes, which are conducted in separate premises.

S1 A comprehensive safeguarding policy has been developed with input from both internal and external expert advisors. This policy is supported by concise versions tailored for homestay, staff, and students. The designated safeguarding lead (DSL) and deputy safeguarding lead (DDSL) are clearly identified by name on noticeboards, and staff are fully aware that these roles are filled by the principal and vice principal.

S2 The DSL and DDSL have up-to-date specialist level training from both the local authority and language provider perspectives. Additionally, other members of the student services team have advanced level training. All staff receive basic level training, and homestay hosts are fully briefed and updated regarding their safeguarding responsibilities.

S5 Very effective arrangements are in place to ensure the safety and supervision of students during scheduled lessons and activities. Comprehensive measures are implemented to mitigate risks when groups of under 18s share the premises with adult students. These measures include using separate parts of the premises, staggered break times, and age-differentiated coloured lanyards. Supervision ratios for junior groups are meticulously calculated for the leisure programme. The attendance of 16 and 17-year-olds in adult courses is closely monitored, and appropriate actions are taken when necessary.

S6 All stakeholders are required to sign to say that they have seen and agreed to the rules for what students may do outside the scheduled lesson or activity times and without supervision. Rules are emphasised to students at enrolment and induction.

S7 The accommodation arrangements for under 18s are highly suitable. Junior students are either housed in residences with residential staff or in carefully selected and well-briefed homestays. If under 18s are placed in alternative accommodation, rigorous procedures are in place to ensure its suitability.

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	2021
Subsequent checks/visits (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	SH London, SH Cambridge, SH Study Holidays
Other related non-accredited schools/centres/affiliates	CATS Global Schools

Private sector

Date of foundation	1952
Ownership	Name of company: Bright Scholar (UK) Holdings Ltd trading as CATS Global Schools Company number: 11493248
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	Residences (at Worthgate): Archbishops, Knights, Harvey, St Lawrence, Chaucer, Franklin, Marlowe Residences (at Canterbury Christ Church University): Petros Court, St George's Classrooms used at: Worthgate School and EKC Canterbury College

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	34	82
Full-time ELT (15+ hours per week) aged 16–17 years	38	169 junior courses 31adult courses
Full-time ELT (15+ hours per week) aged under 16	23	274
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
Overall total ELT/ESOL students shown above	95	556
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–30	17–25
Adult programmes: typical length of stay	2–4 months	2–4 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Thai, Brazilian	Turkish, Italian, Saudi Arabian, Armenian, Thai, Spanish
Junior programmes: advertised minimum age	11	11

Junior programmes: advertised maximum age	17 (18 in groups)	17 (18 in groups)
Junior programmes: typical length of stay	1 week	2–3 weeks
Junior programmes: predominant nationalities	Italian	Italian, Chilean, Brazilian,

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	12	32
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	12	
Number of academic managers for eligible ELT courses	2	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	10	

Academic manager qualifications profile

Profile at inspection	Number of academic managers
Professional qualifications	
TEFLQ qualification and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2

Comments

Neither of the academic managers are timetabled to teach.

Teacher qualifications profile

Profile in week of inspection	Number of teachers
Professional qualifications	
TEFLQ qualification/profile	4
TEFLI qualification	8
ATEFL registered portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	12

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	5	4
Private home	0	0
Home tuition	0	0
Residential	19	63
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying in own home, with own family or in privately rented rooms/flats	4	0
Overall totals adults/under 18s	28	67

