

Organisation name	Stafford House School of English, London
Inspection date	24–26 October 2016

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

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

### Recommendation

We recommend continued accreditation. However, evidence must be submitted within 12 months to demonstrate that weaknesses in publicity have been addressed.

### Summary statement

The British Council inspected and accredited Stafford House School of English, London in October 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general English for adults (16+).

The inspection report noted a need for improvement in the area of publicity.

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

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

## Organisation profile

Inspection history	Dates/details
First inspection	October 2011 (spot check extension of Canterbury's accreditation)
Last full inspection	August 2012
Subsequent spot check (if applicable)	April 2014
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	Courses for teachers
Other related accredited schools/centres/affiliates	Stafford House Schools of English in Cambridge, Canterbury, Brighton Stafford House Summer (formerly Study Holidays) at eight centres in the UK
Other related non-accredited schools/centres/affiliates	Stafford House International schools in four US and two Canadian locations Stafford House Summer (formerly Study Holidays) in three US and one Canadian location CATS Colleges in London, Cambridge and Canterbury CATS Academy in Boston OnCampus Foundation Programmes at a variety of universities in the UK, EU and US

## Private sector

Date of foundation	August 2011 (London School)
Ownership	Cambridge Education Group (CEG) Ltd Company number: 06020370
Other accreditation/inspection	N/a

## Premises profile

Address of main site	2 Southampton Place London WC1A 2DA
Details of any additional sites in use at the time of the inspection	90 Great Russell Street London WC1B 3PS
Details of any additional sites not in use at the time of the inspection	CATS College London 43–45 Bloomsbury Square WC1A 2DA (Used in summer for teaching. Twenty rooms available.)
Profile of sites visited	Stafford House School of English (SHSE) occupies two buildings in the Bloomsbury area of central London. The main school in Southampton Place (SP) is located in a refurbished five-storey Georgian building a few minutes' walk from Holborn Underground station. On the lower ground floor there are two classrooms, a library, student lounge and office; on the ground floor there is a reception area, academic office, café and canteen; on the first, second and third floors there are seven classrooms. The café and canteen form part of the adjacent CATS College (also owned by CEG) and are accessed internally. SHSE staff share the CATS College staffroom. Some of the CATS College classrooms are also used by SHSE in the summer. The second building in Great Russell Street (GRS) is approximately five minutes' walk from the main school and close to the British Museum. It has also been refurbished and consists of a reception, student lounge, staff room and nine classrooms. Students who have classes there are invited to use the additional facilities at Southampton Place. There are no on-site refreshment facilities but there are many cafés in the immediate vicinity.

<b>Student profile</b>	<b>At inspection</b>	<b>In peak week: July (organisation's estimate)</b>
Of all international students, approximate percentage on ELT/ESOL courses	100	100
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	218	330
Full-time ELT (15+ hours per week) aged 16–17 years	8	54
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	226	384
Minimum age	16	16
Typical age range	18–29	16–29
Typical length of stay	4–12 weeks	4–12 weeks
Predominant nationalities	Brazilian, Korean, Swiss, Turkish, Saudi, Italian	Brazilian, Italian, French, Turkish, Korean
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	178	220

<b>Staff profile</b>	<b>At inspection</b>	<b>In peak week (organisation's estimate)</b>
Total number of teachers on eligible ELT courses	19	30
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	6	
Number teaching ELT 20 hours and over/week	13	
Total number of administrative/ancillary staff	11	

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

<b>Profile in week of inspection</b>	
<b>Professional qualifications</b>	<b>Total number of teachers</b>
Diploma-level ELT/TESOL qualification (TEFLQ)	7
Certificate-level ELT/TESOL qualification (TEFLI)	12
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
<b>Total</b>	19

These figures exclude the academic managers.

#### **Comments**

The academic managers were not teaching the week of the inspection.

## Course profile

Eligible activities	Year round		Vacation		Other: N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

The school runs general and business English courses for adults. It also offers exam preparation and one-to-one lessons. Students aged 16 and 17 are enrolled on the adult courses. Small numbers of closed group courses for students aged 14+ may be delivered on demand. No students in this age group had been enrolled in the past year.

## Accommodation profile

### Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	28	5
Private home	0	0
Home tuition	0	0
Residential	71	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	6	0
<b>Arranged by student/family/guardian</b>		
Staying with own family	0	3
Staying in privately rented rooms/flats	113	0
<b>Overall totals adults/under 18s</b>	218	8
<b>Overall total adults + under 18s</b>	226	

## Introduction

Stafford House School of English, London, is part of Cambridge Education Group, which owns other accredited schools in Brighton, Cambridge and Canterbury, as well as Stafford House Study Holidays. The group also includes The Cambridge School of Visual and Performing Arts, CATS colleges and foundation campus partnerships with a number of universities.

Stafford House also owns four schools in the US and two in Canada. The UK SHSE schools share common admissions and finance systems, which are run from CEG head office in Cambridge, along with human resources and health and safety. The UK schools are promoted through the same brochure and website as the overseas schools. A new electronic database and student portal has been trialled in the Boston school and is being introduced into the UK schools.

Students enrolled in the London school are informed on arrival which of the two buildings in Bloomsbury they will be studying at, depending on course type, level and time of day. The school in Great Russell Street consists mainly of classrooms. There is a receptionist on duty when needed and the exams manager has an office there.

The inspection took place over two and a half days. Meetings were held with the principal, the director of studies (DoS), the assistant director of studies (ADoS), the senior teacher (ST) and the student services team. Inspectors also met the chief operating officer, who is based in head office. Focus group meetings were held with teachers and students. Nineteen teachers were observed. Three residences were visited and three agencies arranging homestay accommodation were contacted by telephone.

## Management

### Legal and statutory regulations

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

### Comments

M1 The items sampled were satisfactory.

### Staff management

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

### Comments

M2 The management structure of the school is clear. The principal leads and manages all staff and reports to the chief operating officer based in Cambridge. The DoS is responsible for academic matters and is the line manager of teachers. He is supported by an ADoS and an ST with special responsibility for student tutorials. The principal is TEFLQ and has useful experience as a DoS. Cover arrangements are good. The student services team is currently being managed on an interim basis by the student services manager from Canterbury as the post holder left in September. She comes to London two days a week. The school is well supported by CEG and SHSE corporate management.

M3 Duties of staff are clearly described. Job descriptions are reviewed at appraisal.

M4 There are very effective channels of communication within the school. There are weekly teachers' and management team meetings which are minuted. There are further opportunities for informal communication between the academic management team as they share an office. There are monthly meetings of the DoSs and principals of all the SHSE UK schools and there is an annual conference for staff and managers of all SHSE schools. However, some teachers felt they had little opportunity to make their views known to senior managers at group level.

M5 Human resources policies and procedures, which are all clearly set out in handbooks, are produced by head office.

M7 Induction procedures, including written induction plans and checklists, are very good. Non-teaching staff receive a three-week induction to include job shadowing. All staff gave very positive feedback on their induction.

M8 The school follows the appraisal process established by CEG, which is linked to business objectives, student satisfaction and observation of performance. Human Resources has developed a personal improvement programme which can be put in place if more informal methods of dealing with unsatisfactory performance have not been successful.

M9 Funding is available for all staff to attend external training. CEG has an annual conference which offers all staff the opportunity to attend workshops and presentations. Teachers are paid to attend weekly in-house development sessions and also have opportunities to teach in CATS colleges.

## Student administration

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

### Comments

M10 The SHSE schools share common admissions and finance systems. Pre-arrival procedures are dealt with at head office.

M13 The central database ensures all bookings and relevant details are instantly accessible. During the enrolment procedure next of kin and emergency contact details are checked. Students' current contact address in London is checked during tutorials.

M14 There are clear policies for attendance and punctuality. The electronic registration process ensures that the ADoS is aware of absentees immediately and can follow these up with appropriate action according to age and frequency. However, it was noted during the inspection that absenteeism was high in some classes and that not all students were aware of the policy for punctuality.

## Quality assurance

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

### Comments

M17 There is a range of methods for obtaining feedback from students, and systems, processes and practices are under constant review. Experiences are shared with other SHSE schools. However, gaps were noted in the review process, such as lack of focus on resources and variations in exam results.

M18 During their first week students complete a first impressions questionnaire. Long-stay students receive a tutorial from the ST and the focus is partly on getting feedback on the services offered. Notes are collated and issues where action is required are flagged up and action taken is recorded. Monthly summaries are recorded and shared. On the final day students are asked to complete an online exit survey. The return rate is about 80 per cent. In some areas, such as accommodation, more specific questions would be an advantage. The results are used by senior management as a key performance analysis tool.

M19 Most feedback from staff is informal. Staff satisfaction surveys have not been undertaken for two years but the school plans to re-introduce them at six-monthly intervals.

M20 The complaints procedure is written in accessible language in the student handbook and on notices. The process includes the ultimate option of referring the complaint to an independent body.

## Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

M26 Accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

Publicity consists of a website with videos, a brochure and social media. The brochure is produced centrally once a year and covers the schools both in the UK and the USA. Social media outlets are managed by the school. The comments below refer to the 2016 publicity. The inspectors were also shown a copy of the 2017 brochure.

M21 Generally the writing is in plain English. However, in places there is hyperbole: for example, 'empowering lessons', 'extra-mile support', 'your learning destiny'.

M22 Key information is presented very clearly and attractively. It is mainly accurate and gives rise to realistic expectations. However, there is no reference in either the 2016 or 2017 brochures to the second building in Great Russell Street, where the students might be required to study, and it is not clearly identified on the website.

M23 Publicity gives an outline description of each course, including objectives and levels. However, information about course objectives for general English classes, in particular, is minimal. Publicity talks about a range of modules but gives no examples.

M25 Costs of residential accommodation are not included.

M26 There is insufficient information about student houses and homestay accommodation.

M28 Staff are described as 'fully qualified' in the brochure and on the website, which is not true of the majority of teachers at the time of the inspection. Most teachers were not qualified at diploma level.

M29 The SHSE brochure states that 'All English Courses in the UK accredited by' above the English UK marque and secondly the British Council logo. The CEG website uses the English UK marque to cover all its operations, including non-accreditable activities and its overseas centres.

#### Management summary

The provision meets the section standard and exceeds it in some respects. The school is very well managed. Communications are highly effective within the school, with head office and with other schools within the group. Appropriate student administration systems are in place and the school is very responsive to feedback from students. The publicity is attractive and most of the information is presented clearly and accurately. However, there are significant gaps, particularly in the areas of teaching locations and student accommodation. There is a need for improvement in *Publicity*. *Staff management* and *Quality assurance* are areas of strength.

#### Resources and environment

##### Premises and facilities

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

#### Comments

R1 The premises in both buildings provide a comfortable environment for students. Office space in SP is restricted to the reception area, an academic office and a small office for the principal. Most classrooms in both buildings are a good size for the number of students and there is ample relaxation space for students outside class times, particularly at SP where café and dining facilities and two staff rooms are shared with CATS students. In the summer good-size classrooms are also available in the CATS building. The building at GRS has fewer facilities than SP and the staffroom is much less spacious. There is no external space in either building.

R2 The premises have been refurbished and decorated to a high standard. They are in a very good state of repair and are spotlessly clean. Décor suits the student population and is in keeping with the brand of the provider.

R3 Most classrooms are spacious and quiet and benefit from natural light. However, students at GRS reported that heating was sometimes inadequate and at other times excessive. There is also some interference from traffic noise in parts of that building.

R4 There are many reasonably-priced food outlets close to both schools. SP also benefits from pleasant café and dining facilities in the CATS building and very reasonably priced meals. In GRS there is adequate sitting-out space but there are no refreshment facilities.

R5 Signage is clear and consistent in both buildings and there are attractive displays providing useful and relevant information.

R6 The staffrooms in SP are shared with CATS teachers and are sufficient in size for meetings, preparation and relaxation. The staffroom at GRS is much less spacious and has no storage facilities for personal possessions.

### Learning resources

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

#### Comments

R7 Students pay a deposit in order to borrow a coursebook. Currently there are four coursebooks to choose from. Students can also pay a deposit and borrow graded readers during 'book club' times when coursebooks are exchanged. Some dictionaries are available in most classrooms.

R8 Some supplementary and photocopiable materials as well as methodology books are available for teachers to use but no inventories are available.

R9 All the classrooms are equipped with interactive whiteboards (IWBs) and listening materials are available online. Teachers receive training on the use of the IWBs during induction. Immediate technical help is available from the school's technical department.

R10 The student lounge has a suite of computers for student use and there are links to level-based language exercises.

R11 The language exercises available on computers are not easy to access and there are no written instructions for students to guide them. Some teachers take their students and show them what is available but this is not mandatory.

R12 The procedures for reviewing and developing resources, particularly of print material, are informal and unsystematic. The online material available to students would also benefit from a review.

### Resources and environment summary

The provision meets the section standard. The premises have been refurbished to a high standard and support and enhance the studies of students enrolled with the provider and offer an appropriate professional environment for staff. Resources are sufficient overall but some aspects of resource management are in need of review.

### Teaching and learning

#### Academic staff profile

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

#### Comments

T1 Three teachers did not have a Level 6 qualification. Their rationales were accepted in the context of this inspection. One had had 24 years' teaching experience before joining SHSE and had completed, but not passed, a non-modular diploma-level course; one had had 13 years' teaching experience and had started a diploma-level course; one had had six years' teaching experience, worked in the tourist industry and gained a certificate in higher

education.

T4 The DoS is TEFLQ and is awaiting the result of his master's qualification; the ADoS is TEFLQ and is a tutor on a course leading to a certificate-level qualification; the ST is TEFLQ; the principal is TEFLQ and has extensive academic management experience.

### Academic management

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

#### Comments

T6 Experience, knowledge and personal preference are taken into account when matching teachers to courses. Continuing professional development (CPD) is offered to teachers who wish to work on courses which are unfamiliar to them.

T7 Modules are changed monthly to meet the needs of the students and are matched to the experience and personal preferences of the teachers. The school aims to have a maximum of four students of any one nationality in a class.

T8 Cover is provided by teachers working on other parts of the timetable and academic managers.

T9 The syllabus is designed in self-contained weekly blocks. An effective system of Monday progress tests and negotiating the weekly syllabus allows new students to have their induction without missing a class. Teachers get support at their induction and in CPD on ways of integrating new students into existing classes but there is insufficient written support to guide them through the complex decision-making process involved.

T10 CEG has a clear CPD policy for teachers and there is a wide range and variety of CPD opportunities. These include fortnightly paid training sessions, based on teachers' wishes, and needs as identified during observation; talks from visiting speakers; and financial support for teachers who wish to upgrade their qualifications. Teachers stated that they felt very well supported by their academic managers.

T11 Teachers are observed within their first or second week of employment. All teachers are observed twice a year and have frequent reviews, which take into account observation feedback. Teachers stated they found observations very useful.

### Course design and implementation

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

#### Comments

T12 Teachers negotiate a weekly plan with their students and choose from one of four coursebooks as a basis. Other materials are adapted as necessary. However, too much is left to the teachers' experience and there is insufficient written guidance on how to adapt and supplement the coursebook and link it to the syllabus.

T14 The weekly plans are posted on noticeboards in the classrooms.

T15 Learner training features in the weekly schemes of work but during observation it was noted that while some teachers took learner training into account others did not.

T16 There was little evidence that teachers systematically integrated the local environment, the students' day-to-day life in London or the leisure programme with course content.

**Learner management**

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

**Comments**

T18 Students have progress tests every Monday morning, in which one skill per week is tested. Results are recorded and discussed during the four-weekly tutorials with the ST. The students benefit from the consistency of support and expertise offered by the ST.

T22 Students can be referred to the principal if they require help and advice.

**Classroom observation record**

Number of teachers seen	19
Number of observations	19
Parts of programme(s) observed	Core language, examination preparation, business English and two modules

**Comments**

None.

**Classroom observation**

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

**Comments**

T23 Teachers mainly demonstrated a sound knowledge of linguistic systems and generally provided appropriate models of spoken English. Most teachers were aware of pronunciation problems and gave a reasonable level of support. However, in the segments observed word stress and word class were mainly ignored and too little attention was given to register. Few teachers checked sufficiently students' understanding of the language taught.

T24 Student profiles and lesson plans were mainly carefully considered. In most lessons the content and lesson objectives were relevant and linked to students' needs.

T25 Lesson segments observed showed that most teachers had planned a coherent sequence of activities with clear learning outcomes.

T26 Some techniques, such as elicitation, were used effectively but others, such as nomination, were underused. In the best classes there was a variety of interaction patterns and seating arrangements to ensure a high level of student participation, but many classes were static and overly teacher-fronted.

T27 Instructions were nearly always clear and sometimes supported by gesture. In the main the technology was used well. Where a coursebook was in use, most teachers brought it to life and personalised the material well. Some effective use was made of dictionaries in exam classes.

T28 Some correction techniques were noted such as self and peer correction, and delayed correction for a speaking activity. However, in the main correction was a weakness and there was little evidence that students were given

helpful feedback on their performance during skills lessons.

T29 There were examples of a teacher checking whether learning had taken place and in some cases this was done imaginatively and effectively. However, generally concept checking of new language was insufficient and teachers failed to explore the reasons exercise answers given by students were right or wrong.

T30 Most students were engaged in learning in a positive atmosphere and were clearly enjoying the process. In the majority of lessons teachers personalised the exercises well and there was an excellent balance between student and teacher talking time.

### Classroom observation summary

The teaching ranged from excellent to just satisfactory, with the majority at least good or better. Knowledge of the linguistic systems was sound, though more focus on word stress and word class would benefit students. Lessons were mainly well planned and clearly linked to the needs of the learners. Most lessons had a clear focus and contained a coherent sequence of activities. Classroom techniques were satisfactory overall and resources were used well but interaction patterns lacked variety. Most students were engaged in the lessons observed, which resulted in a positive learning atmosphere. The teaching observed met the requirements of the Scheme.

### Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and the academic management team are well qualified to give effective support and guidance to the teachers to ensure that their teaching meets the needs of their students. Programmes of learning are managed for the benefit of students, although more guidance needs to be given to teachers on how to design courses effectively. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

## Welfare and student services

### Care of students

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

### Comments

W1 Both the Stafford House sites are on busy roads in Bloomsbury. The premises risk assessments are comprehensive, and updated annually. Fire risk assessments have been carried out, evacuation routes are clearly marked, and fire drills are undertaken termly, and twice during the summer. New students are given information about evacuation procedures at induction. At both buildings there is an electronic entry system with swipe cards, and all students, staff and visitors wear coloured lanyards. Students aged under 18 have a different colour identity-card holder. All three residences used by the school have thorough risk assessments, but the residence in Finsbury Park had not undertaken a fire drill since January 2016.

W2 There is a sizeable student services team, including a designated welfare officer. Its members are based in reception and offer a good level of pastoral care to students. They are well supported by all staff members. The academic tutorials also have a pastoral element. All classrooms have 'Who do I speak to...?' information on noticeboards. Students commented that they felt at ease and secure and much appreciated the friendliness and helpfulness of staff.

W3 The welfare officer has responsibility for dealing with students' personal problems. The student handbook directs students to the welfare officer, but does not name her. However, she introduces herself at induction, and is identified by name and picture on classroom noticeboards.

W4 An abusive behaviour policy is in place, and is available to students in their handbook, mediated for them in accessible language. The school has an effectively bespoke Prevent policy, which addresses its responsibilities relating to the Prevent strategy. Students are told about both policies at induction.

W6 All three homestay agencies give comprehensive information about travel from the homestay to the school. Transfers are booked centrally but operationally are dealt with by student services at the school, who use a local taxi company. Information on travel from the point of entry to the school or homestay is only provided if a student

asks for it.

W7 The student handbook contains all the relevant information and advice covered by this criterion. This information is reiterated at induction, and student services staff, as well as the principal, are available to answer queries during break times.

W8 The student handbook gives clear information about students' rights to medical treatment, and students who are enrolled for six months or more are encouraged to register with a GP. Students are recommended to use the nearest NHS walk-in centre.

### Accommodation profile

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

The school uses three accommodation agencies to provide homestay, all of which are registered with the British Council. One inspector rang them to check on the procedures and communication between them and the school.

All under 18s are housed in homestay during the academic year. There were 33 students, five of whom were under 18, in homestay at the time of the inspection. The accommodation officer is very familiar with the types of accommodation offered by each agency, and mixes and matches the provider he uses to suit the perceived needs of the individual student.

One agency offers accommodation for adults (18+) and under 18s (16 and 17 year-olds). The second, the largest of the three, provides accommodation for groups, house shares and individuals, and caters for both adults and under 18s. Its homestays are divided into three categories: standard, superior, and executive. The vast majority are standard. Some superior and executive accommodation is ensuite; the difference is largely based on Transport for London zones. The third agency offers homestay and private home accommodation, which is similarly categorised. It too caters for adults and students under the age of 18.

The school also offers students the choice of three halls of residence, which were visited by one inspector: one in Islington, one in Finsbury Park, and one in Bloomsbury. The latter is owned by CEG and is a few minutes' walk from the school, but is only available to Stafford House in the summer, when it can accommodate up to 20 of the school's 16 and 17 year-old students. It offers single or twin rooms, and is fully catered.

At the time of the inspection 71 Stafford House students were accommodated in the Islington and Finsbury Park residences. They are housed together on one floor.

The Islington residence, situated a minute's walk from Caledonian Road tube station, is the most popular of the two year-round residences, and is used exclusively by CEG students. It offers single ensuite rooms in a cluster of six, with a shared kitchen. During the peak period in summer under 18s are housed here. Student welfare officers, who are employed specifically to look after the needs of under 18s, are situated on each floor.

The Finsbury Park residence also offers single ensuite rooms, in a cluster of 17, with a spacious kitchen and lounge area containing two televisions and two large fridge/freezers. The residence also has a cinema room, a gym and a bike-store. All the residences have a common room, laundry facilities, WiFi, and a staffed reception desk with 24 hour security.

### Accommodation: all types

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

#### Comments

W9 At the inspection of the first agency, four homestays were visited, one executive and three standard. All offered very appropriate and generally comfortable accommodation, meeting the expectations of the category of accommodation assigned to them. In the standard accommodation visited the student rooms were quite small but provided the required facilities. The hosts were aware of their responsibilities, including their additional

responsibilities when hosting under 18s, and spoke very positively about working with the agency. At the second agency, all the accommodation visited was clean, in a good state of repair, and was suitably furnished. Bathroom facilities were appropriate. At the third agency four homestays were visited and one private home. All offered very appropriate and comfortable accommodation, generally meeting the expectations of the category assigned to them. In one of the houses the student room was quite small but the required facilities were provided. The hosts were broadly aware of their responsibilities. All hosts spoke very positively about working with the agency. The SHSE accommodation officer samples re-visit documentation from the agencies, and scrutinises the students' feedback forms. He commented that all three agencies reacted promptly to any issues, and were very responsive. The agencies were equally positive about the communication between them and the school, which they characterised as excellent. All the residences are furnished and equipped to a high standard, and provide a very comfortable living environment. W10 All accommodation is inspected by the agencies' inspection teams before being accepted onto their databases. Applications are screened for location and accessibility by public transport and general suitability. Information for hosts contains guidance relating to gas, electrical and fire safety, and the need for a fire risk assessment. The hosts visited were well aware of the importance of such issues. The school accommodation officer monitors all the residences on a regular basis. W11 All the agencies re-inspect at least every two years and more often if necessary. W12 Accommodation staff commented positively on the care with which the agencies allocate accommodation. W13 Confirmation of a booking, together with a host family profile, is sent to the accommodation officer, who then passes this on to the student. The accommodation officer at SHSE commented positively on the very helpful information in the profiles which enable students to make informed decisions about whether or not to accept the homestay accommodation. W14 All three agencies rely on accommodation staff in the schools to pass on any feedback from students. Any problems are first dealt with by the accommodation officer in the school, and the agency is informed if necessary. Very prompt action is taken, and recorded. The accommodation officer at Stafford House appreciated the decisive action taken by all the agency staff in response to problems. The first week satisfaction survey also provides him with information on the residences, and any problems are noted and followed up swiftly. W15 There was evidence that hosts in all the accommodation visited took care to cater to the tastes of their students and were aware of the need to provide healthy, plentiful food. All house share and year-round residential accommodation is provided on a self-catering basis.

### Accommodation: homestay

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

#### Comments

W17 All the agencies provide their hosts with a comprehensive handbook with detailed and helpful guidelines on hosting students. All hosts visited were aware of the requirements and procedures set out. W21 A feature of the provision by one of the agencies is the arrangement for students arriving in a house share to be met personally by an agency representative.

### Accommodation: residential

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

#### Comments

W22 Arrangements for cleaning the house shares are clearly set out, and are monitored closely by the residential supervisor. In residences cleaning arrangements vary from one residence to another. The school ensures that kitchens are professionally cleaned prior to the arrival of a new resident. Cleaning, which the accommodation officer mentioned can be contentious, is monitored very closely, and the accommodation officer reported that liaison

between the residence wardens and the school was excellent, such that potential issues are scotched before they develop into problems.

#### Accommodation: other

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

#### Comments

W24 The school provides a useful guide to independent living, but this is designed for students in residences. There is nothing for students who want to live in rented accommodation, although these are few. Such a guide was produced by the end of the inspection.

#### Leisure opportunities

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

#### Comments

W26 Information about local events and photographs of students on activities are featured on the school's pages on popular social media sites. Student services staff will help students book tickets or give further information about such events.

W27 The school offers a wide-ranging programme of social events, usually about 13 a week. They include a number of free events, such as a Jack-the-Ripper walk and late openings at museums and galleries, as well as modestly priced activities to more expensive theatre trips and outings. The programme thoroughly exploits the wealth of leisure activities that London has to offer. Through an external company students can access trips to other cities, which they can book through the school. An attractively presented weekly and monthly programme is on display in all classrooms and at reception.

W28 Comprehensive specific risk assessments have been drawn up for each activity, and activity leaders, who may be members of the student services team or teachers, sign a copy to indicate that they have read them. Appropriate supervision ratios are in place.

#### Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Safety and security is of a high standard in the school buildings, and pastoral care is excellent. The varied accommodation offered is of a good quality. Accommodation systems are complex as liaison is necessary between a number of providers, but communication is effective and the systems are very well managed. Opportunities for leisure are excellent, and well-disseminated. *Care of students and Leisure opportunities* are areas of strength.

#### Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
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#### Comments

Students aged 16 and 17 are accepted on adult courses. There were eight students under 18 at the time of the inspection, which is typical for the time of year. Numbers rise in the summer season, with 58 under 18s in the peak week. Small numbers of closed group courses for students aged 14+ may be delivered on demand. No students in this age group had been enrolled in 2016.

C1 The school has a detailed safeguarding children policy which includes a code of conduct. It effectively reflects the needs of the organisation. However, the contact people are defined by their role, but are not named. The policy was amended in the course of the inspection.

C2 The designated safeguarding lead and the welfare officer are trained to specialist level, and all teachers and the DoS have basic awareness training. There are plans for the DoS to undertake advanced training. Group leaders provide police checks, sign a declaration on arrival, and are taken through the safeguarding policy by the student services manager at induction. The group leaders' handbook reiterates the policy. Temporary summer student welfare officers have a training weekend where the policy is covered.

C3 Although there is a link to the Safeguarding Children policy, there is nothing on the website to indicate to a parent what care and support is available to under 18s. However, the parental consent form makes this generally clear.

C4 All staff have been DBS checked, and references taken up. Provision is made for the late arrival of DBS checks in the policy, a risk assessment is carried out, a check on the Children's Barred List is implemented and the staff member's supervisory responsibility and access to students is limited. Their provisional status is indicated to the initiated by their wearing of a red lanyard. Generally, recruitment is in line with best practice for teachers, support staff and group leaders. However, the accommodation agencies contracted by the school arrange DBS checks for those homestays accepting under 18s, but only the main carer is checked, not all resident adults. The school accepted the requirement to check all resident adults, and reported that they would require this of their agencies.

C5 Any under 16 year-olds are always taught in closed groups, with a bespoke leisure programme, and have an attendant course leader. The ages of students are indicated on registers, and all 16 and 17 year-olds have an ID holder which is a different colour from other students'. They are excluded from some social activities.

C6 Rules about what may be done outside lessons and activities are clarified in a special under-18 student handbook, and these are discussed at induction and at the regular individual meetings which members of the student services team have with 16 and 17 year-old students during the academic year. Residence wardens and homestay hosts are well informed about curfew times. During the summer the student welfare officers are present in residences, and one of their responsibilities is to enforce these rules. Parental consent forms, however, do not include a clause making it clear that parents/guardians understand that 16 and 17 year-olds enrolled on adult courses will not be supervised outside lessons. The consent form was amended in the course of the inspection.

C7 Information for parents/guardians of 16 and 17 year-old students, and the parental consent form, do not mention that lunch is not provided in the fee, although it may be purchased at a reasonable price. The information and consent form was amended in the course of the inspection.

#### Care of under 18s summary

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 on school premises, in leisure activities and in the accommodation provided.