

Organisation name	Stafford House Study Holidays, Head office Canterbury
Inspection date	4 – 8 August 2014

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.

### Publishable statement

The British Council inspected and accredited Stafford House Study Holidays in August 2014. 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/accreditation](http://www.britishcouncil.org/accreditation) for details).

This large private language teaching organisation offers residential courses in general English for under-18s.

Strengths were noted in the areas of staff management, care of students, leisure opportunities and care of under-18s.

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

## Organisation profile: Multicentre

### 1. Collated data for whole organisation (including eligible centres not inspected)

Inspection history	Dates/details
First inspection	1996
Last full inspection	2010
Subsequent spot check (if applicable)	2012
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related schools / centres /affiliates	Cambridge Education Group portfolio
Other related non-accredited activities (in brief) at this centre	Academic courses, Sports, Visual/Performing Arts

#### Private Sector

Date of foundation	1994
Ownership	Stafford House Company Ltd
Other accreditation/inspection	N/a

#### Premises profile

Address of HQ	19 New Dover Road , Canterbury, Kent CT1 3AS		
Addresses of centres offering ELT at the time of the inspection	Malvern	Malvern St James	15 Avenue Road Great Malvern Worcestershire WR14 3BA
	Cambridge	CATS College	Round Church Street Cambridge Cambridgeshire CB5 8AD
	Dundee	University of Dundee	Nethergate Perth Road Dundee DD1 4HN
	Felsted	Felsted School	Stebbing Road Felsted Great Dunmow Essex CM6 3LL
	London Bloomsbury	CATS College	43-45 Bloomsbury Square London WC1A 2RA
	London Uxbridge	Brunel University	Kingston Lane Uxbridge Middlesex UB8 3PH
	Wokingham	Bearwood College	Bearwood Road Winnersh Wokingham Berkshire RG41 5BG
Addresses of any additional centres <b>not</b> open or offering ELT at the time of the inspection	Cheltenham	Hartpury College	Hartpury House Hartpury Gloucestershire GL19 3BE
	Edinburgh	The Edinburgh Academy	42 Henderson Row Edinburgh EH3 5BL
	Ipswich	University Campus of Suffolk	Waterfront Building Neptune Quay Ipswich Suffolk IP4 1QJ
	London Bankside	The London School of Economics	Bankside House 24 Sumner Street London SE1 9JA
	Oakham	Oakham School	The Barraclough Ashwell Road Oakham Rutland LE15 6QG

	Reading	University of Reading	Wantage Hall Upper Redlands Road Reading Berkshire RG1 5JG
	York	Queen Ethelburga's College	Thorpe Underwood Estate Ouseburn York Yorkshire YO26 9SS
For inspectors' use: profile of sites visited	<p>Felsted School is an independent, co-educational, boarding and day school for children aged 4-18. It is set in a large campus in a village in Essex. All of the classrooms used by SHSH are in a teaching block and accommodation is in small boarding houses located around the campus. Sports facilities include: a swimming pool, a sports hall, tennis courts and sports fields.</p> <p>Bearwood College, Wokingham, is a co-educational day and boarding school, with pupils from 3 months to 18 years of age. The school is set in a Victorian mansion in landscaped grounds. The residential accommodation is either in the main building or in another house on the campus. On-site sports facilities include: swimming pool, tennis courts, sports hall and sports fields.</p> <p>Brunel University, Uxbridge, is based on a large and modern campus. All of the classrooms used are in the same building, which was undergoing external renovation at the time of the inspection. The campus has a range of on-campus facilities including a cafeteria, coffee shops and shops. Accommodation is in single en-suite rooms. The excellent sports facilities include: a sports hall, sports field and tennis courts.</p> <p>CATS College, Bloomsbury, London, is a modern, well-equipped boarding school. The school was fully refurbished in 2011 and all of the classrooms have IWBs. The college has a canteen and a cafeteria. Accommodation is in single en-suite accommodation, a short, direct underground ride from the college.</p>		

<b>Student profile</b>	Collated totals at time of inspection: all centres	Collated totals in peak week: (week starting July 20 <sup>th</sup> ) all centres
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
<b>ELT/ESOL Students</b> (eligible courses)	At inspection	In peak week
Total ELT/ESOL student numbers (FT + PT)	842	2679
Full-time ELT (15+ hours per week) 18 years and over	9	38
Full-time ELT (15+ hours per week) aged 16-17 years	161	687
Full-time ELT (15+ hours per week) aged under 16	672	1954
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
Minimum age (including closed group or vacation)	8	7
Typical age range	9-18	9-18
Typical length of stay	2 weeks	2 weeks
Predominant nationalities	Italian, Chinese, Russian, Hong Kong Chinese	Italian, Chinese, Russian, French

<b>Staff profile</b>	Collated totals at time of inspection: all centres	Collated total in peak week: all centres
Total number of teachers on eligible ELT courses	44	110
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10-19 hours/week	30	
Number teaching ELT 20 hours and over/week	14	
Total number of administrative/ancillary staff	32	



Total ELT/ESOL student numbers (FT + PT)	91	301	203	65	196	457	242	118
<b>ELT/ESOL Students</b> (eligible courses)	At inspection				In peak week			
Full-time ELT (15+ hours per week) 18 years and over		5	1	1		2	7	
Full-time ELT (15+ hours per week) aged 16-17 years	5	200	48	1	11	175	65	18
Full-time ELT (15+ hours per week) aged under 16	86	96	154	63	185	280	170	100
Part-time ELT aged 18 years and over								
Part-time ELT aged 16-17 years								
Part-time ELT aged under 16 years								
Minimum age (including closed group or vacation)	8	12	8	8	7	9	8	8-17
Typical age range	10-17	12-18	13-18	10-17	10-17	12-18	13-18	10-17
Typical length of stay (weeks)	2	2	2	2	2	2	2	2

<b>Predominant nationalities (inspection week)</b>			
Felsted 1. Chinese 2. French 3. Ukrainian	Brunel 1. Italian 2. Hong Kong 3. Russian	Bloomsbury 1. Chinese 2. Azerbaijani 3. Russian	Wokingham 1. Chinese 2. Kazakh 3. Hong Kong
<b>Predominant nationalities (peak week)</b>			
Felsted 1. Russian 2. French 3. Uzbekistan	Brunel 1. Italian 2. Brazilian 3. Turkish	Bloomsbury 1. Italian 2. Spanish 3. French	Wokingham 1. Brazilian 2. Chinese 3. Russian

<b>Staff profile</b>	At inspection				In peak week			
Total number of teachers on eligible ELT courses	5	13	9	5	9	15	9	8
Number teaching ELT under 10 hours/week								
Number teaching ELT 10-19 hours/week	5	8		5	9			8
Number teaching ELT 20 hours and over/week		5	9			15	9	
Total number of administrative/ancillary staff	5	6	5	5	5	12	5	4

### Academic staff qualifications to teach ELT/ESOL

Profile at inspection: at these centres				
Professional qualifications				Total number of teachers
Diploma-level ELT/ESOL qualification (TEFLQ)				
Certificate-level ELT/ESOL qualification (TEFLI)	5	13	8	5
YL initiated				
Qualified teacher status only (QTS)			1	
Rationale(s) required for teachers without appropriate ELT/ESOL qualifications				
<b>Total</b>	5	13	9	5

These figures exclude the academic manager(s)

<b>Comments</b>
None.

### Accommodation profile

<b>Numbers at time of inspection: at these centres</b>								
Types of accommodation	Adults				Under 18s			
<b>Arranged by provider/agency</b>								
Homestay								

Private home								
Home tuition								
Residential		5	1	1	91	296	202	64
Hotel/guesthouse								
Independent self-catering e.g. flats, bedsits, student houses								
<b>Arranged by student/family/guardian</b>								
Staying with own family								
Staying in privately rented rooms/flats								

## Introduction

Stafford House Study Holidays (SHSH) was founded in 1994 and offers junior vacation courses in residential accommodation to juniors between the ages of 9 and 18 in 14 centres in the UK and seven in the USA.

The organisation forms part of the Cambridge Education Group which includes year-round ELT schools for adults in Brighton, Canterbury and London; Cambridge School of Visual and Performing Arts; sixth-form colleges in Canterbury, Cambridge and London; and foundation programmes at six British universities. In 2013 the group was acquired by Bridgepoint, a European private equity firm. The change of ownership has had no impact on the day-to-day running of SHSH.

Additional junior centres in Canterbury and Brighton are accredited through the accreditation of the year-round Stafford House schools in those locations. The age range accommodated in SHSH centres varies. For example, the centre in York accepts 9 to 17 year olds and the Bloomsbury, London centre 13 to 18 year olds. Many centres offer the SHSH classic programme of 15 hours of study per week, residential accommodation and a full social programme. Some centres offer English plus sports or art. Two central London centres offer a London Explorer Programme, which offers students a restricted activity programme that includes four sightseeing tours, three evening activities and a riverboat disco per week. The Brunel University centre offers open enrolment courses and closed group classes to Italian teenagers funded by the Italian government.

Some SHSH centres are based in independent boarding schools with onsite residential accommodation e.g. Felsted School and Bearwood College, Wokingham. Other centres are based in universities, where the residential accommodation is on the campus, e.g. Brunel University, and some courses are run in the premises of year-round colleges with residential accommodation elsewhere e.g. CATS College, Bloomsbury London. The vast majority of the organisation's students come in groups accompanied by group leaders.

The inspection took place over five days and an evening. The inspectors spent the first day in Canterbury interviewing HO staff and perusing documentation. Staff interviewed included the managing director, the academic director, the senior academic manager, the chief operating officer, the operations manager, the reservations manager and recruitment coordinators. The next four days were spent in the four centres inspected: Felsted School, Bearwood College, Wokingham, Brunel University and CATs College, Bloomsbury. The wild card centre Bearwood College, Wokingham was chosen as it had students at a lower age range and had not been inspected in 2010. At each centre the inspectors interviewed the management team, held focus groups with teachers and staff, and observed all of the teachers teaching on the days of the visits. The senior advisor and the senior academic advisor were also interviewed during visits to centres. Residential accommodation was inspected during each centre visit and focus groups were held with activity staff at two locations. Reviews took place at the end of each day with centre staff and a round up was held with SHSH senior managers on the final day of the inspection.

## Management

### Legal and statutory regulations

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

### Comments

M1 The items sampled were satisfactory.

### Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" 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 is clear both in head office and in the centres. The management structure of centres depends to a certain extent upon their size, however, all centres have a centre director, a director of studies (DoS), an activities manager and someone responsible for welfare and accommodation.

M3 The duties of all staff are specified in detailed job descriptions.

M4 Communication works well between the head office and the centres and within the centres. Head office staff are in daily contact with the centres by phone and by email. Each week centre directors send to head office reports, questionnaires and staff administrative forms. The head office based managing director, the academic director and the senior academic manager visit centres during the summer. A senior advisor and a senior academic advisor work for the organisation in the summer and spend their time visiting, supporting and, when necessary, troubleshooting.

M5 Human resource policies are clear and comprehensive. The organisation's recruitment, induction and training policies are integrated and outlined in excellent staff handbooks. SHSH has devised a staff check-in check-out card to track the stages in an individual staff member's summer employment from arrival and the perusal of relevant documentation to exit.

M6 The organisation goes to great lengths to investigate and verify the qualifications and experience of prospective employees.

M7 Induction procedures are comprehensive. Centre managers receive a two-day induction prior to the summer. Inductions for centre staff are detailed and well-organised. There are clear procedures in place to ensure that staff who do not start work at the beginning of courses receive appropriate inductions.

M8 All staff, including temporary summer staff, receive appraisals. In addition to teachers, non-teaching staff are also observed and receive feedback on their performance and set their own CPD objectives.

M9 Head office staff had attended a number of external seminars. Teachers in all centres have regular developmental workshops.

### 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 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

#### Comments

M10 There is sufficient staff to manage the volume of work even at the busiest times of the year.

M13 There are systems in place to ensure that staff in centres have emergency contact details of all students. In Bloomsbury these details were not easily accessible at night as they were held in the office safe.

M14 Student attendance policies and procedures are appropriate.

## 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

M17 The organisation holds a summer debriefing that advisors attend. All managers write end-of-course reports.  
M18 Students and group leaders complete initial and end-of-course questionnaires. The results of these forms are collated. Staff hold daily meetings with group leaders and are generally responsive to student and group leader requests.  
M19 Staff can give feedback informally, and more formally during meetings and appraisal interviews. The organisation plans to send out feedback questionnaires to staff at the end of the summer.

## 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 description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

The organisation publicity includes a brochure, a website, a courses and prices list and information sheets for each centre.  
M21 The organisation's publicity is largely written in accessible English.  
M22 The information sheets make clear what each centre offers and, therefore, largely give rise to realistic expectations.  
M24 The possible times of lessons are given in the centre information sheets. Information about courses is largely accurate but some students enrolled were below the stated minimum enrolment age in Wokingham and Bloomsbury.  
M28 The brochure states that the teachers are 'fully qualified and experienced' and 'fully trained', terms which do not apply to the full range of staff.  
M29 The accreditation marque is used correctly in the brochure and on the website on all but one page where the British council logo is used.

## Management summary

The provision meets the section standard. The organisation is well-managed and operates to the benefit of its students and staff in accordance with its publicity. Appropriate feedback mechanisms are in place. *Staff management* is an area 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

R1 The premises have sufficient space for the number of staff and students who use them on all sites.

R2 The premises of the centres inspected are in an adequate to very good state of repair. The facilities in Bloomsbury are in excellent condition, whereas the premises in Bearwood College, Wokingham are in need of the refurbishment that its new owners will apparently initiate.

R3 Classrooms are generally adequate in size and number and adequately lit, heated and ventilated. Three of the classrooms in Brunel University had disruptive extraneous noise at the time of the classroom observations, due to the building work that was being conducted to the exterior of the classroom building block occupied by SHSH and other EFL junior schools.

R4 The facilities available to students for relaxation vary from centre to centre. In Felsted students have access to common rooms, whereas in Wokingham the only student common room was available in the residential accommodation occupied by boys. The Brunel site does not have a common room for day time use but there are external areas, where students can sit and relax and the dining room is available. At Bloomsbury, a central London site, there is no common room and students share the eating areas with the year-round adult school, so many students sit on stairwells, even though a nearby park is available for them to use.

R6 There is sufficient space for all staff for meetings, relaxation and the storage of personal belongings on all campuses. Teaching, administrative and activity staff are either based in large, shared offices or in separate rooms.

### Learning resources

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

#### Comments

R7 SHSH has devised its own workbooks at six levels. Additional learning materials had been provided in those centres teaching younger learners.

R8 Each centre also has a range of supplementary materials that teachers can draw upon.

R9 The educational technology available to staff varies from centre to centre. In three of the four centres inspected teachers largely used whiteboards, whereas in Bloomsbury IWBs were used in all of the classes observed. In Brunel University teachers were able use large whiteboards, but not the more advanced learning technology located in the classrooms.

### Resources and environment summary

The provision meets the section standard. The learning resources and environment enhance the studies of students and provide an appropriate professional environment for staff.

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

#### Comments

T1 One of the teachers in the centres inspected did not have a level 6 education qualification. The rationale provided was accepted within the context of this inspection.

T4 Much of the planning and preparation for courses is carried out by the highly experienced, year-round TEFLQ academic director and the senior academic manager, who manage curriculum design, course development and recruitment. This academic management team organises the academic components of the two-day management induction. They also visit centres to provide additional academic support and guidance, as does the senior academic advisor. However, some of the centres do not have TEFLQ academic managers and so TEFLI managers had conducted many of the formal observations of teachers. Overall, this criterion is met but the use of TEFLI staff to conduct formal observations does not meet the Scheme's requirements (see T11).

### Academic management

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

#### Comments

T6 Teachers are assigned to classes according to their interest, experience and expertise.

T7 Timetabling was generally satisfactory, although in Brunel University the classrooms used by SHSH had been changed frequently and on the day after the inspection (a Friday) all of the classrooms were changed. Some classes in Brunel University had taken place in lecture theatres which was not satisfactory.

T8 Cover arrangements were satisfactory in all of the centres inspected.

T9 There are weekly schemes of work at all levels. At the Bloomsbury centre some groups arrived in the middle of the week and so existing classes were frequently disrupted or reconfigured.

T10 Teachers felt supported in all of the centres inspected. The support available for teachers includes effective inductions, a teacher's handbook and regular teacher development sessions in all centres.

T11 All of the teachers had been formally observed in all of the centres inspected, however, in three of the centres some or all of these observations had been carried out by non-TEFLQ academic managers.

### Course design and implementation

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

**Comments**

T12 The syllabus for older students is based on communicative and task-based principles and is at six levels from elementary to proficiency. The fourth lessons of the day are devoted to teacher's choice activities or project work and excursion preparation. Teachers receive excellent guidance notes about the workbook activities and supplementary materials referred to in the detailed schemes of work. There is currently no syllabus for younger learners for which there were classes in two of the centres at the time of the inspection.

T13 Teachers are invited to provide written feedback about the syllabus and the workbooks.

T14 Students receive weekly programmes and a minority of teachers write the daily menu on the whiteboard.

T15 Student workbooks include useful activities for reviewing learning, but these had not been completed in the books viewed during the inspection and in the lessons observed. Additional reference resources such as dictionaries were not used in any of the lessons observed.

T16 Courses include lessons to prepare students for excursions. The materials used and the tasks given to students to do during these lessons, varied in terms of their effectiveness.

**Learner management**

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

**Comments**

T17 Student placement procedures include writing and speaking activities.

T18 Students do weekly tests although these do not normally form part of lessons where learning is systematically reviewed.

T19 Students are offered the chance to take speaking exams at all centres. Students receive extra lessons to help them prepare for these.

T21 Students receive a certificate and a report that refers to their effort and achievement. The new report format, introduced this year, is in need of further refinement.

**Classroom observation record**

Number of teachers seen	32
Number of observations	32
Parts of programme(s) observed	The inspectors observed all of the teachers teaching in centres at the time of the visits. Lessons were observed in the morning and afternoon in Brunel and Bloomsbury. Young learner lessons were observed in two centres.

**Comments**

None.

**Classroom observation**

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T23 Overall teachers showed sound knowledge of the systems of English and provided appropriate models of spoken English. Some lexical items were, however, poorly explained.

T24 Teachers adapted their language appropriately and were understood by their students.

T25 Lessons had been well planned and were based on course objectives. However, the lesson planning template does not help teachers to anticipate difficulties and plan for differentiation, including accommodating the large age range in some of the classes.

T26 In the better lessons staging was coherent, and there was some signposting and reviewing of previous work done. In some lessons, however, the links between different stages and topics in lessons were not clear and some lessons were poorly paced.

T27 Some whiteboard work was well executed but in other lessons it was barely adequate.

T28 Teaching techniques were largely appropriate to the focus of the lesson and students worked in pairs and groups on a variety of interactive tasks. Students were praised and encouraged in most lessons observed. There was no personalisation of new language and very little oral correction was observed.

T29 In most lessons teachers managed lesson activities effectively and students were actively engaged.

T30 In some classes teachers focused on individual needs and were aware of some of the cultural differences between student groups. In several lessons, however, students were speaking in their first language, and nationality groups had not been split up. In one centre students had a lesson about an excursion destination that a significant number of the students were not going to visit. There were generally positive learning atmospheres in the classes observed.

#### Classroom observation summary

Overall, the teaching observed was satisfactory and met the needs of the students. Lessons were generally well prepared and engaged the interest of learners.

#### Teaching and learning summary

The provision meets the section standard. Teachers are appropriately qualified. Programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme. The organisation should ensure that all teachers are observed and effectively monitored by TEFLQ managers.

#### Welfare and student services

##### Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 All four centres visited have different but good levels of onsite security. These include CCTV and electronic/coded entry to a variety of site buildings. Students are given fixed boundaries about where they may go and school rules emphasise that they must never leave the site unaccompanied. Appropriate security and safety procedures are in place and there are detailed risk assessments of the premises, which are specific to the SHSH programmes and students. Induction on safety and security matters is good and includes orientation on fire safety and first aid. Emergency evacuations of classroom areas and accommodation blocks are tested appropriately. The use of lanyards makes it easier to identify members of the SHSH community and there is also a suitable number of

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first-aid trained staff on each site, who are identified by wearing green lanyards.

W2 It is evident that there is a clear commitment by all staff to ensure that students' pastoral care is a high priority. In addition, the majority of students are accompanied by group leaders who are familiar with the needs of their students. Students not in a group are allocated to a specific member of the welfare team for pastoral care. Regular communication between the centre's staff and the group leaders ensures that any pastoral needs are identified rapidly. In addition, there are thorough student induction procedures in place and welfare officers are easily identifiable by the colour of their staff uniform. 'Do you need help?' posters are displayed throughout the sites to encourage students to seek any support they may require. The school welcomes students with a variety of faiths and deals systematically with any special needs arising from religious observance. These may include the provision of quiet rooms, arrangements for worship and the clear labelling of food in dining areas.

W3 Centre staff are introduced to students during their induction and welfare officers are easy to identify because of their distinctive uniform.

W4 Clear statements about unacceptable behaviour are provided in the student guide, which are reinforced at student induction with particular reference to the need to respect all members of the school community. Posters with lively graphics and clear anti-bullying messages are displayed throughout the site. Centre managers have the responsibility of implementing a cultural sensitivity policy, which seeks to prohibit any kind of abuse and discrimination based on ethnic origins. In addition, all staff are required to carry a 'treating young people with respect card' at all times. This provides guidelines on what to do if they feel that student is being abused. Company handbooks spell out in some detail policies and procedures on dealing with abusive behaviour of any form.

W6 Transfers from airports are organised by head office staff and only vetted and reliable taxi companies are used. Groups are transferred in coaches specifically arranged for them and so waiting time is kept to a minimum. The use of transfer co-ordinators, who remain at the airports on busy transfer days, means that emergency support is always close at hand to deal with unforeseen circumstances.

W7 Advice in relation to all the relevant points in this criterion is provided in writing, on noticeboards and orally at induction. The information in the student guide is presented imaginatively, in accessible language, and students' understanding is checked via quizzes and activities both in the handbook and in class. Group leaders are invited to translate relevant sections for their students if required.

W8 All students complete a medical questionnaire before arrival and there is appropriate information in the group leaders' handbook on medical care and insurance. Basic first aid is in place in all centres and there are clearly defined procedures for dealing with more serious medical matters. Students, parents and group leaders receive appropriate information and advice about their rights regarding medical and dental treatment in the UK.

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### Accommodation profile

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

All accommodation is residential and usually on campus. (In London students travel three stops by underground to reach their accommodation). The student halls of residence in Uxbridge and London provide mainly single, en suite, study bedrooms arranged in small flats with a shared kitchen facility. There were common room facilities in all the blocks visited. Students do their own laundry in coin operated machines assisted by group leaders. The halls of residence provision seen during the inspection was of a good quality.

In Felsted, students are accommodated in recently modernised rooms in small boarding houses located around the campus. Each boarding house has its own common room with a television and small kitchen. The bedrooms are mainly single rooms, but there are some small dormitories. This accommodation was also of a good standard.

In Wokingham there were single and twin rooms in both boarding houses and some small dormitories in the main girls' boarding house. During the inspection there was a shared common room facility in the boys boarding house supervised by group leaders. There was some evidence of inadequate maintenance of facilities in Wokingham and poor decorative order but overall the accommodation was adequate.

In both boarding schools, the students' laundry was done by the school.

Any cooking facilities accessible to students in all the accommodation inspected were either disabled completely or could only be used when supervised by a group leader.

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### 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 All services were in place at the time of the inspection although it was clear that early during the courses in Uxbridge and Wokingham there had been some inconsistency in provision.

W11 Every year course directors carry out a risk assessment of the accommodation provision before students arrive.

W12 Groups of students are placed in different accommodation areas prior to arrival. The final allocation of beds takes place in consultation with students and group leaders on site. Rooming and bed lists are maintained by the welfare officers. These lists are also used for roll calls at night and fire safety registers.

W14 Students are asked at an early stage in their stay if they are satisfied with their accommodation. As the majority of students are in groups, their leaders also communicate any dissatisfaction during the regular meetings with the centre management teams.

W15 All the food sampled by the inspectors was of a satisfactory to good standard. Any reasonable dietary requirements expressed by students were taken into account and group leaders reported that the food was satisfactory overall.

#### Accommodation: homestay

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

#### Comments

No homestay accommodation was provided.

#### Accommodation: residential

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

#### Comments

W22 Although there had been a number of complaints about cleaning, particularly in Wokingham where some of the management team had done the work themselves, the general standard of cleaning in all the sites visited was satisfactory at the time of the inspection.

W23 There are sufficient first-aiders in accommodation to offer an adequate provision for the basic care of students' health. Group leaders and staff sleep near the students and there are procedures in place in case of a medical emergency. In addition, the large Italian INPS group in Uxbridge was accompanied by a medical doctor and a nurse.

#### Accommodation: other

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

#### Comments

None.

### Leisure opportunities

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

#### Comments

W26 The leisure programme is an integral part of the course and includes appropriate information on any visitor attractions or cultural sites seen.

W27 The activities and excursions are well organised and suitably resourced. The choice of activities is varied, imaginative and usually appropriate to the interests of the students. However, some group leaders and staff felt that it was difficult to meet the needs of a wide age range of students with a single programme. Most campuses used provided additional facilities in case of poor weather, although in Wokingham there were no obvious alternative arrangements to provide indoor sporting activities.

W28 There are generic written risk assessments for all on-site and off-site activities. These are used to brief the activity leaders involved and are adapted to include the risks associated with the specific locations and excursion destinations of the different centres. They are all read and signed by the relevant staff who are also encouraged to provide feedback during debriefing sessions.

W29 The staffing of all leisure activities is carefully controlled using appropriately recruited and trained staff. In addition, staff with particular sporting or specialist expertise are hired specifically to provide additional leadership and training.

### Welfare and student services summary

The provision meets the section standard and exceeds it in some areas. Student security and pastoral care are well catered for. Accommodation provision is of a satisfactory standard and students' needs for leisure activities are generally well met. *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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

C1 The school has a very clear safeguarding and child protection policy and has stated procedures for its implementation. The centre directors are the named child protection officers and have all received appropriate safeguarding training. The school regards the safeguarding of the children in its care as a major priority.

C2 All staff are aware of the safeguarding policy and complete a basic online training course as part of their recruitment. In addition, further training in this area is an important part of their induction.

C4 Applicants are informed of all the points covered by this criterion. Recruitment flow charts are applied to assess the ongoing risks of employing any individual member of staff.

C6 There are very good arrangements for the supervision and safety of students outside lessons. All students are required to participate in the leisure programme, which is included in the course fee. Attendance is regularly checked and there is a good ratio of staff to students for all activities. Students are given clear rules on safety and behaviour and a system of yellow and red card warnings ensures that these are adhered to.

### **Care of under 18s summary**

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The provision meets and in some areas exceeds the section standard. The school's safeguarding procedures are appropriate and staff have received good levels of training. Students are well protected on leisure activities and supervised by suitably qualified staff. *Care of under 18s* is an area of strength.

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