

Organisation name	Stafford House Study Holidays, head office Canterbury
Inspection date	1–3 August 2023

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

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited Stafford House Study Holidays in August 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This large private language teaching organisation offers residential vacation courses in general English for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, academic management, course design, care of students, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Stafford House Stafford House Study Holidays (SHSH) provides English and activity courses for juniors and teenagers at five UK centres. Stafford House Study Holidays and the separately accredited Stafford House International year-round UK schools in Canterbury, Cambridge and London are part of CATS Global Schools. The Group provides academic and creative programmes as well as English language in centres around the UK and the USA.

The inspection took place over three days. The inspectors spent a full day at head office in Canterbury, a full day at CATS College Cambridge and a full day at Guildhouse School, Bloomsbury, London. At head office meetings were held with the director, the general manager, the head of student experience, the operations manager, the operations coordinator, the head of reservations, the individuals reservations manager, the senior product marketing manager, the programme manager, the finance assistant, the talent partner, and the talent coordinator. A virtual meeting was held with the academic manager.

On each site meetings were held with the centre managers, the academic managers, the welfare and accommodation managers, and the host school liaison contacts. In addition, separate meetings were held on each site with groups of students, teachers, activity leaders and group leaders. Inspectors were given a full tour of both sites, and one inspector visited the accommodation at each centre. All teachers teaching at the time of the inspection were observed.

Address of main site/head office

19 New Dover Road, Canterbury, Kent CT1 3AS

Description of sites visited

Canterbury head office (19 New Dover Road, Canterbury, Kent CT1 3AS). The offices of SHSH are on the top floor of the year-round Stafford House International school building on the edge of the city centre.

Cambridge (CATS College, Elizabeth House, 1 High Street, Chesterton, Cambridge CB4 1NQ). One of the four CATS Colleges owned by the Cambridge Education Group, CATS Cambridge is a modern purpose-built college about a mile and a half from the centre of Cambridge. Outside is a terrace and grassed area with tables, and inside a reception area, a canteen, 16 classrooms, a lecture theatre, a common room, offices, work and rest rooms, a health centre and 230 ensuite bedrooms.

Bloomsbury (Guildhouse School, 43–45 Bloomsbury Square, London WC1A 2RA). One of the CATS schools, Guildhouse occupies four interconnected buildings of which three were being used at the time of the inspection. SHSH has use of ten classrooms, a cafeteria, a dining room, a teachers' room and a staff room, offices, a medical room and a silent study space. There are toilets for staff and separate facilities for students in each building. Students and staff can use Bloomsbury Square Gardens as a meeting point for excursions and during any free time. The residence is in a separate building close to the school.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

SHSH provides only junior vacation courses at its centres, for students in the 8–18 age range. Advertised minimum and maximum ages vary slightly from centre to centre, and different age ranges may apply for individual or group

bookings. Students aged 18 (occasionally 19) may be accepted as part of a group where all students are returning to secondary education in the autumn. Courses comprise 15 hours of English lessons per week and a range of excursions and activities, depending on the centre. These may include the choice of professional coaching in sports or arts. All centres offer residential accommodation.

Management profile

SHSH is managed by a senior management team based at head office in Canterbury. All centre staff report to a centre manager who in turn reports to advisors at head office. The director of SHSH and the senior management team report to CATS Global Schools Cambridge.

Accommodation profile

Accommodation for SHSH is residential. In Cambridge there are two residences; one is located on the school campus, and another is 20 minutes' walk from the school. Only the residence adjoining the teaching premises was in use at the time of the inspection. All rooms are single ensuite, arranged along corridors and segregated into areas for boys and girls. At the Bloomsbury centre, the residence is a five-minute walk from the school, on a busy road. Students occupy single or twin ensuite rooms arranged in small flats, each with a kitchen. Students attending the adult school are also accommodated within the building, but on separate floors. The residences have student common rooms and facilities for students to do their personal laundry. Rooms for group leaders and some members of staff are interspersed throughout the accommodation used by SHSH students. All meals are taken in the school's canteens, with packed lunches provided for some excursions.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Strategic and quality management is very good with a clear and robust structure and effective channels of communication. Staff management is responsive and appropriate quality assurance measures are in place. Student administration is efficient and effective. Publicity is clear and accurate. *Strategic and quality management, Staff management and Student administration* are areas of strength.

Premises and resources

The provision meets the section standard. The premises at both centres provide students and staff with a very comfortable environment for work and relaxation. Resources are well matched to students' and teachers' needs.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic managers have a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive good guidance to ensure that they support students effectively in their learning. Courses are well designed and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management and Course design* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. There is very good provision for security, pastoral care, information and leisure activities. Student services are well managed, and the accommodation is suitable. *Care of students and Leisure opportunities* are areas of strength.

Safeguarding under 18s

There is very good provision for the safeguarding of students aged under 18 within the school and residential premises, and during their leisure activities. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength

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

Comments

M1 A clear statement of purpose is displayed on the website and in all of the communication channels throughout the organisation. The mission and vision feeds through to all of the policies and procedures; it is clear that a great deal of effort is made to encourage staff to understand and 'own' these core values.

M2 Objectives and plans for the future development of the organisation are in place and clearly articulated by managers and key members of staff. Objectives are measurable and monitored consistently by managers and directors.

M3 The structure of the ELT operation is clear and displayed prominently in the centres, on noticeboards, posters and in handbooks. Duties and responsibilities at all levels are clearly described; all key staff understand each other's roles and are able to deputise if necessary.

M5 A variety of ways of collecting student feedback is used, both formally, early in the course and at the end. Students are also encouraged to approach key members of staff with any issues. Evidence was seen that feedback is recorded and action is taken as a result. Group leaders spoken to at both centres were very happy that feedback they relayed from their students was acted upon and taken seriously.

M7 All aspects of the junior summer school are reviewed formally at the end of the summer, taking student and seasonal staff feedback into account to help inform future development. Systems are in place which include consideration of a range of sources of reference, including previous inspection reports and the self-evaluation against inspection criteria.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M10 Very good recruitment and selection policies are in place with consistent implementation at each stage of the recruitment process. Staff records are clear, well organised and easily accessible. The candidate journey flowchart provides a very useful tool to ensure that all checks are systematically carried out before an applicant can be employed.

M11 There are comprehensive induction procedures for all staff, including pre-course inductions, pre-summer workshops, staff handbooks and job specific manuals. Powerpoint presentations and mini-inductions are given to staff arriving late.

M12 Monitoring and appraisal systems for permanent and seasonal staff are supportive, evaluative and an integral part of everyone's experience working at SHSH.

Student administration	Area of strength
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M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 Evidence of consistently good feedback from students and their representatives was seen. It is clear from the amount of 'repeat business' that students, parents and guardians and agents are well looked after and a very good level of customer service is provided.

M15 Pre-enrolment information and advice is handled very well by a dedicated team at head office. Students and their representatives are well informed about choices and packages before arrival. Close, long-standing links with agents ensure packages can be tailor made for groups; individuals are dealt with carefully and very personally.

M19 Policies on attendance are very clear and explained to students and their parents before arrival: students must attend the whole programme. Rigorous monitoring takes place across the centres to make sure that students are where they are supposed to be at any given time.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The primary medium for publicity is the website. A series of brochures are available, downloadable from the website.

All criteria in this area are fully met.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met

P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

All criteria in this area are fully met.

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

Comments

P7 There is a good level of provision for student resources. They each have a student portfolio in which they can set out and store their work for each lesson alongside workbooks to make notes in.

P8 Resources for teachers are very good. All materials are pre-prepared and stored on the organisation's drive with additional hard copies of useful teaching resources in the staffrooms. Teachers at both centres spoke highly of the materials provided.

Teaching and learning

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

Comments

T4 Both academic managers at the centres inspected are TEFLQ and have a wide range of relevant experience in a variety of different teaching and academic management contexts.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met

T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T7 Effective cover arrangements are in place at both centres and were seen to be working well. The DoS, ADOS or, in larger centres senior teachers, are timetabled so that someone is always available to step in and cover for absent teachers.

T9 The academic managers at both centres provide a great deal of informal daily support and mentoring, including guidance for less experienced teachers. Teachers in the focus groups at both centres spoke very highly of the support they received from the academic management team.

T10 The arrangements for the observation and monitoring of teachers' performance are very effective. Teachers are observed at least twice during their deployment in the summer by the academic manager. Very good records of observations were on file at both centres and teachers felt the observations were helpful, supportive and developmental.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Strength
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T11 The course has been very well designed to include lessons which focus on language and skills development, and links language learned in the classroom with the real world. Teachers receive comprehensive guidelines, including lesson plans, teachers' notes, worksheets, excursion materials and links to online resources.

T13 Students are provided with attractively presented course and learning outcomes, displayed on classroom walls and referred to frequently by teachers.

T14 Various initiatives are in place, complementing the English language programme and aimed at encouraging language acquisition through preparation for the out-of-class activities. Target language and skills needed for these initiatives are practised and made explicit to the learners.

T16 The syllabus integrates lessons with activities outside the classroom; for example, excursions are prepared for and followed up in class with students encouraged to evidence how they have used their developing language skills outside the classroom.

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

Comments

All relevant criteria in this area are fully met.

Classroom observation record

Number of teachers seen	15
Number of observations	15
Parts of programme(s) observed	General English classes (Classic programme) and one Academic Explorer class.
Comments	
None.	

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met
Comments	

T23 Most teachers provided accurate models of spoken and written language. The illustration of grammatical structures and vocabulary was generally done well. In better segments, there was evidence of knowledge of pronunciation features. Occasionally, unclear explanations of new vocabulary or grammar were given.

T24 There was a clear focus on the learning needs and motivation of the students with teachers working on developing students' communicative skills and building confidence. It was evident that some teachers knew their students well, even in a short time together; teachers had devised plans which drew on the course objectives and in response to students' interests.

T25 Learning outcomes were expressed very clearly in all lessons, written on whiteboards and displayed on classroom walls. Teachers made reference to the outcomes and achieved them through a series of relevant activities.

T26 A range of techniques was observed: for example, eliciting, questioning, nominating. Effective use was made of prompts, interactive activities and games. In higher-level classes there were good opportunities for extended speaking practice which focused on fluency and turn taking. However, lower-level students were not given enough controlled oral practice.

T27 Students were seated and grouped appropriately for the tasks being undertaken. There was movement around the class and at times, variety in terms of seating. Technological resources were used effectively.

T28 Teachers monitored well, and some feedback on oral errors was given by prompting self-correction and providing a correct model. However, some opportunities were missed to pick up on students' pronunciation errors and to provide follow-up practice.

T29 Lesson plans generally included tasks and activities to assess whether learning had taken place. There was reference to work done previously.

T30 Teachers created a positive and purposeful learning atmosphere. In most classes students were attentive and engaged. Students in some focus groups reported that they were enjoying and benefiting from their lessons; others reported that they were not being stretched enough and would have welcomed more challenging input.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being satisfactory or better. Most teachers provided appropriate models of language and lesson content was very relevant to the needs of students. Some effective feedback was provided and there were opportunities for students to evaluate their learning. Techniques were generally appropriate and students were nearly always engaged in their learning. In a minority of segments there was less opportunity for student participation, with a consequent lack of engagement.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Strength

Comments

W1 Thorough and up-to-date risk assessments are in place for SHSH's use of all buildings. There is CCTV, and the use of key fobs ensures security of access to different parts of the buildings. Fire drills are conducted weekly.

W3 Each centre has student welfare officers, identified by coloured T-shirts, who are directed by a welfare and accommodation manager. They work with group leaders to provide effective pastoral care. Individual students know who to go to if they have a problem; on excursions they are allocated a member of staff as their group leader.

W6 Transfers, including arrangements for unaccompanied minors, are very well managed. Transfers for individually booked students are included in the course fees.

W8 First aiders are present at each centre, identified by green lanyards. Student welfare officers and senior activity leaders receive training in first aid and in responding to severe allergic reaction. A qualified nurse holds a surgery every weekday at Cambridge and three times a week at the Bloomsbury centre.

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

Comments

All criteria in this area are fully met.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a

W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

All students are in residential accommodation arranged by SHSH.

Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

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

Comments

W23 Students receive detailed and up-to-date information about the social, cultural and sporting activities offered both before and during their stay. Options are given where possible and lessons include preparation for the excursions and for some of the activities.
W24 The content of the leisure programmes is well suited to the age and interests of the students. There is evidence of flexibility in response to students' or groups' requests for particular venues and activities.
W25 The leisure programmes are efficiently organised and resourced by head office staff and well managed by centre staff.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

The advertised age range is 12–18 but 18-year-old students may be accepted as part of a group where all students are returning to secondary education in the autumn. At the Bloomsbury centre all students were aged under 18. At Cambridge five students were aged 18–19.

S2 Training in safeguarding is of a high standard. At head office, the general manager, the head of student experience, the operations manager and the academic manager are trained to specialist level. Members of the management teams at the centres are trained to advanced level; the director at each centre is the designated safeguarding person. All summer staff complete the basic safeguarding course and receive additional training specific to the centre during induction.

S4 Recruitment policies are appropriate and rigorously implemented. Staff files containing the required information about safeguarding compliance are well kept.

S5 There are very good systems in place, carried out by responsible members of staff, to ensure the safety and security of students during the scheduled lessons and activities.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile: multicentre

Inspection history	Dates/details
First inspection	1996
Last full inspection	July 2018
Subsequent spot check (if applicable)	July 2021
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) by this multicentre organisation	English plus activity add-on, Red Stars Football, Bloomberg Business Advantage. Stafford House Study Holiday centres in Boston, Los Angeles, Miami, New York and Yale.
Other related accredited schools/centres/affiliates	Stafford House International in Canterbury, Cambridge and London
Other related non-accredited schools/centres/affiliates	CATS Cambridge, Guildhouse School, Worthgate School

Private sector

Date of foundation	1996
Ownership	Name of company: Stafford House Study Holidays Company number: 02404309
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	Stafford House Canterbury, 19 New Dover Road, Canterbury CT1 3AS
Name and location of centres offering ELT at the time of the inspection but not visited	Bournemouth Collegiate School, College Road, Southbourne

Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a
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DATA ON CENTRES VISITED

1. Name of centre	Cambridge
2. Name of centre	Bloomsbury
3. Name of centre	N/a
4. Name of centre	N/a
5. Name of centre	N/a

Student profile	Totals at inspection: centres visited				
	1	2	3	4	5
Centres					
ELT/ESOL students	At inspection				
18 years and over	5	0			
17 years and under	121	73			
Overall total	126	73			
U18 programmes: advertised minimum age(s)	12 years	12 years			
U18 programmes: advertised maximum age(s)	18 years	18 years			
Predominant nationalities	Centre 1: Mexican, Chinese, Israeli Centre 2: Israeli, Argentinian, Armenian				

Staff profile at centres visited	At inspection				
	1	2	3	4	5
Centres					
Total number of teachers and academic managers on eligible ELT courses	11	7			
Total number of activity managers and staff	2	2			
Total number of management (non-academic) and administrative staff	3	3			
Total number of support staff	7	8			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
	1	2	3	4	5
Centres					
TEFLQ qualification and 3 years' relevant experience	1	1			
Academic managers without TEFLQ qualification or 3 years' relevant experience	0	0			
Total	1	1			

Comments

An academic manager is based at head office and provides support for centre academic staff.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
	1	2	3	4	5
Centres					
TEFLQ qualification	2	0			
TEFLI qualification	8	5			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	1			

Qualified teacher status only (QTS)	0	0			
Teachers without appropriate ELT/TESOL qualifications.	0	0			
Total	10	6			

Comments

None.

Accommodation profile

Numbers of students in each type of accommodation at time of inspection: at centres visited

<i>Arranged by provider/agency</i>	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	0	0				0	0			
Private home	0	0				0	0			
Home tuition	0	0				0	0			
Residential	5	0				121	73			
Hotel/guesthouse	0	0				0	0			
Independent self-catering e.g. flats, bedsits, student houses	0	0				0	0			
<i>Arranged by student/family/guardian</i>	Adults					Under 18s				
Staying with own family	0	0				0	0			
Staying in privately rented rooms/flats	0	0				0	0			
	Adults					Under 18s				
Overall totals	5	0				121	73			

Centres	1	2	3	4	5
Overall total adults + under 18s	126	73			