

Organisation name	Stafford House Summer (Stafford House Study Holidays)
Inspection date	17–20 July 2018

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

<b>Recommendation</b>
We recommend continued accreditation. However, an action plan should be submitted within three months to explain how the weakness in S7 in relation to the specific residence will be addressed before summer 2019. Evidence should be submitted within 12 months to show that the weakness in S7 has been addressed. The required evidence was subsequently submitted.

<b>Summary statement</b>
<p>The British Council inspected and accredited Stafford House Summer in July 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This 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, academic management, teaching, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Stafford House Summer, which changed its name from Stafford House Study Holidays in early 2017, provides English and activity courses for juniors and teenagers at nine UK centres. Stafford House Summer and the separately accredited Stafford House International year-round UK schools in Brighton, Cambridge and London are part of the Cambridge Education Group. The Group provides academic and creative programmes as well as English language in centres around the UK, the USA, Canada and mainland Europe.

This inspection took place with two inspectors over four days. They visited the head office in Canterbury, and centres in Bankside (London), Cambridge, and in Oakham, which they chose as the unannounced 'wild card' centre. At the head office they had meetings with the programme director, the director of sales (junior groups), the academic director, the recruitment and academic co-ordinator, the operations manager and the assistant reservations manager. At each of the three centres they had meetings with the centre director, the director of studies (DoS), the activities manager, the manager responsible for welfare, and with groups of teachers, students, activity leaders and visiting group leaders. They toured the sites including the residential and sports facilities, looked at on-site documentation, had lunch in the dining rooms, observed all the teachers teaching and watched on-site activities. Before leaving each centre they gave brief feedback to the centre director and at the end of the inspection gave feedback to the senior management team.

## 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 Stafford House Summer 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 grassy area with tables, and inside a reception area, a canteen, 16 classrooms on the first and second floors, a lecture theatre, art room, offices, work and rest rooms, a health centre and 230 en-suite bedrooms.

Oakham. (Oakham School, College House, Chapel Close, Market Street, Oakham, Rutland LE15 6DT.) Oakham School is an independent boarding school with buildings and playing fields within the town of Oakham. At the time of the inspection, Stafford House Summer was using three boarding houses, eight classrooms for teaching and three others for staff and management use. In separate school buildings, the centre has use of the canteen and dining room, a lecture theatre, a sports hall and indoor swimming pool and squash courts. Outside are tennis courts and playing fields.

Bankside. (Bankside House, London School of Economics, 24 Sumner Street, London SE1 9JA.) At the time of the inspection, Stafford House summer was using six rooms for teaching, offices and an activity area and laundry facilities in the basement, the dining room on the ground floor and ensuite bedrooms on the floors above.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

Stafford House Summer provides only junior vacation courses at its centres, for students in the 9–18 age range. Advertised minimum and maximum ages vary slightly from centre to centre, and different age ranges may apply for individual or group bookings. 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

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centres offer residential accommodation and in Edinburgh and London Bloomsbury the provider also offers homestay.

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### Accommodation profile

All accommodation is residential. In Cambridge there are two residences; one is located in the main college building and another about 20 minutes' walk from the campus. All rooms are single ensuite with shared kitchen areas with a fridge and basic facilities. In Oakham, there are three residences on the campus divided into boys' and girls' blocks. Bedrooms have two, three or four beds and students share bath and shower rooms and toilets. Two of the residences have a common room. In Bankside, the residence is also run as bed and breakfast accommodation for the public. Students are allocated to rooms with two, three or four beds in the same corridors as other guests.

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### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. The management of the organisation is experienced and efficient, and operates to the benefit of its students and in accordance with the provider's stated goals, values and publicity. *Strategic and quality management* and *Staff management* are areas of strength.

#### Premises and resources

The provision meets the section standard. The three premises visited are each very different in character but all provide students and staff with comfortable, appropriate environments for work and relaxation. A good range of learning resources is available, well suited to the age and needs of the students.

#### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the courses provided and receive suitable guidance and support. The programmes of learning are well structured and managed so as to provide the maximum benefit to the students. The teaching observed met the requirements of the Scheme. *Academic management* and *Teaching* are areas of strength.

#### Welfare and student services

The provision meets the section standard and exceeds it in some respects. There is good provision for the safety and wellbeing of students. Pastoral care is well managed and effective. Meals are of a high standard. The leisure programme is well organised and caters for the needs and interests of the students. *Leisure opportunities* is an area of strength.

#### Safeguarding under 18s

The provision meets the section standard. The safeguarding policy is comprehensive and known to all members of staff, who take their responsibility for safeguarding very seriously. Supervision is well managed and rules for students are clear. Accommodation is satisfactory in Cambridge and Oakham, but the accommodation arrangements in Bankside need to be urgently reviewed.

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### Evidence

#### Management

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

M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met
<b>Comments</b>	
<p>M1 Stafford House has a clear, accessible mission statement summarising its values aims and plans, communicated to stakeholders through notices, handbooks and publicity, and presented to centre management teams at their pre-season training weekend in Canterbury.</p> <p>M3 There is a clearly documented and well-understood structure of the ELT operation, supported by organograms, staff photo boards, thorough inductions for all posts, clear job titles and understood cover arrangements. Where appropriate and practical, new staff shadow existing post holders. A new in-house database is in the process of being introduced.</p> <p>M4 There are effective channels of communication at all levels within centres and with head office. Teachers, activity leaders and group leaders meet managers every day, there are weekly all-staff meetings, and start and end-of-season meetings for managers. Head office is in constant informal contact with centres through phone and email, and senior managers and three 'roaming advisors' make regular visits throughout the season to meet staff, gather feedback and monitor the centres' performances.</p> <p>M5 Students complete initial and end-of-course feedback forms, the forms are circulated to members of the centre management teams and any action taken is recorded. Feedback data is collated and analysed at head office to identify common themes and trends. Feedback from group leaders is carefully scrutinised and responded to.</p> <p>M6 Staff have an initial online questionnaire in their first week, their responses are monitored by head office and any necessary action is taken. Teachers are invited to complete a materials evaluation form at the end of every week to help with materials development, and all staff are sent a feedback form at the end of the season and encouraged to participate with a prize draw. Centre management teams and 'roaming advisors' meet in September to review the summer, learn lessons and suggest improvements for the following season.</p>	

<b>Staff management and development</b>	<b>Area of strength</b>
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

<b>Comments</b>	
<p>M10 There are very well-developed recruitment and selection policies and procedures, including safer recruitment, and a flow chart to ensure that all the processes from application through to the return of the signed contract are completed correctly.</p> <p>M11 Staff in all roles commented they had had very thorough inductions, confirmed by the signed induction checklists for different roles seen on file. Managers have 'induction crib sheets' for the different induction sessions they lead. Staff also sign to confirm they have read the relevant staff handbook.</p> <p>M12 All staff – teachers, activity and welfare staff – are observed at least twice during their employment by their line manager: a first drop-in observation of about 15 minutes and a longer 30–60 minute observation, usually in the second week. For the longer observation, the staff member provides a plan and the manager gives written feedback and sets appropriate targets. There is a final appraisal before the staff member leaves, and details of the observations and appraisals, which aim to be supportive, are retained in staff members' personnel files. The centre management teams are appraised by the centre director, who in turn is appraised by head office senior management.</p>	

<b>Student administration</b>	<b>Met</b>
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
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	Met

student enrolment, payment and course details. These records are accessible at all times to authorised staff.	
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.	Met
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

All criteria in this area are fully met.

<b>Publicity</b>	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.	Strength
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.	Not 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.	Not 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 organisation's publicity is primarily its website and brochure, which can be downloaded from the website. It also uses social media. The website landing pages are available in a number of languages and the brochure translated into Chinese. The same brochure and website provide information about courses in the UK and the USA. Virtually all students book their courses through agents.

M22 Publicity is accurate and gives rise to realistic expectations. The photographic content is authentic and the text describes the centres' locations and the available facilities accurately and clearly. Students and group leaders confirmed that all the publicity they had seen was true and raised realistic expectations.

M24 The Cambridge centre advertises its minimum age as 12 and maximum age as 18. There was one 11 year-old and one 19 year-old. Oakham advertises its minimum age as 9. There was one 8 year-old.

M26 Publicity and other information available provided before enrolment does not give a sufficient description of the level of pastoral care and support provided outside class.

M27 Generally, the accommodation provided is accurately and clearly described. However, at Oakham the boarding houses were each described as having a common room with a television. In one house there was no common room.

### Premises and resources

<b>Premises and facilities</b>	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	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

Report expires 31 March 2023

All criteria in this area are fully met.

<b>Learning resources</b>	<b>Met</b>
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.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Not met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	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.	Strength
<b>Comments</b>	
<p>P8 At the centre in Bankside there was a shortage of projectors so some teachers had to show video clips using their laptops. Some whiteboards ordered at the start of the July had only just arrived.</p> <p>P12 The published teaching and learning materials and Stafford House Summer's own in-house materials are thoroughly reviewed every year by the academic director and senior colleagues. The in-house materials are developed each year in response to teacher and student feedback gathered during and at the end of summer.</p>	

## Teaching and learning

<b>Academic staff profile</b>	<b>Met</b>
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.	Met
<b>Comments</b>	
<p>T4 The DoS has a BA and a diploma in teaching from a Polish University and 14 years' ELT experience including five years' with the provider as a senior teacher and director of studies. Earlier this summer the provider realised that the DoS's qualifications did not meet Scheme requirements. She was given ongoing support and guidance from the provider's academic advisor and academic director, both onsite and by phone and email, and a TEFLQ ADoS was appointed to be responsible for observations. A rationale was provided and accepted in the context of this inspection because of her teaching qualification, relevant experience and appropriate deployment and support.</p>	
<b>Academic management</b>	<b>Area of strength</b>
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
<b>Comment</b>	
<p>T7 A senior teacher at each centre teaches only a half timetable and so can provide first-line cover, and there is</p>	

also a DoS and, at larger centres, an ADoS for cover. A Stafford House Summer academic advisor is available to go to any centre if needed or staff are deployed from another centre. Teachers are aware that they must contact their DoS by 07.30 if unable to teach in order to activate the cover procedure.

T9 Each centre has a DoS and senior teachers. The centre management team is based in the teachers' room and is available to provide support throughout the day. Less experienced teachers are paired with a more experienced buddy. Peer observations are encouraged and facilitated where possible.

T10 All teachers have a drop-in observation within the first week and a full developmental observation with feedback and action points in the second. The content of the centres' weekly professional development workshops is guided by observations. The teachers at the centres visited reported positively on the process and feedback from their observations.

<b>Course design and implementation</b>	<b>Met</b>
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.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
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.	Met

#### **Comments**

T11 Stafford House Summer has designed its own in-house syllabuses, which are introduced to teachers at their induction and supported by the teachers' handbook. There is a Core Syllabus 2018 at five levels, which is theme-based and communicative, and covers four weeks. It includes lesson plans day by day with teachers' notes, worksheets, excursion materials, videos and slides, and references to suitable published materials. It is supported by the teacher's handbook. There is a separate syllabus for students following the special football course.

T12 After each summer the syllabus is reviewed in September, developed and adjusted through the autumn after a centre DoSs' meeting and analysis of teachers' materials feedback forms. In the most recent review, the syllabus was updated and extended from three to four weeks in response to teacher and student feedback. Teachers can contribute to the review and updating of materials, and their contributions are recognised.

<b>Learner management</b>	<b>Met</b>
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.	Met
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 criteria in this area are fully met.

#### **Classroom observation record**

Number of teachers seen	21
Number of observations	21
Parts of programme(s) observed	General English lessons for under 18s

#### **Comments**

The three centres visited were offering only general English at the time the inspectors visited.

Teaching: classroom observation	Area of strength
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.	Strength
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.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
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.	Strength
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 With very few exceptions, teachers demonstrated a good knowledge and awareness of the use of English and provided concise, accurate examples of spoken and written language. New vocabulary was usually explained clearly and accessibly, sometimes with good use of pictures and with phonemic features and parts of speech highlighted appropriately.

T24 The content of lessons was always relevant to the course objectives and to the age, interests and levels of the students. Schemes of work were effectively used as a framework for lesson plans, and anticipated difficulties and solutions incorporated.

T26 A variety of teaching techniques was used, well matched to the ages of the students, including a range of games, races and competitions, often based on information-gap activities. Many teachers used elicitation and controlled oral practice skilfully, and checked concepts and the understanding of instructions well.

T27 The classroom environment and resources were generally managed well. Seats and tables were moved to suit different activities; for some activities teacher and students sat on the floor. The use of video and audio to illustrate and stimulate was effective, and despite a few examples of colour being used for no obvious reason much boardwork was purposeful and well organised.

T28 A range of correction techniques was observed, such as encouraged self correction, peer correction and delayed correction. Teachers carefully monitored pair and groupwork, and intervened sensitively with corrections, encouragement and suggested improvements, either during the task or later. Praise was in most cases earned.

T30 There was a positive learning atmosphere in all the lesson segments observed, with students engaged in and often clearly enjoying their classes. Teachers varied practice activities and most maintained a brisk pace. 'House points', awarded for best performances, were used to encourage effort and a sense of competition. Discipline was good.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory, with a large majority of the lesson segments observed being good. Teachers displayed a sound knowledge and awareness of the use of English and graded their own language to the level of their students. The focus of lessons matched the course objectives and the contents were generally stimulating and well suited to the ages and interests of the students. Teachers used a range of appropriate teaching techniques, managed their classrooms and resources well and in most classes provided suitable correction and feedback. There was a positive learning atmosphere in all the lesson segments observed. *Teaching* is an area of strength.

### Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and	Met



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

#### Comments

W2 Staff induction includes training in response to all emergencies such as lost students and major incidents. Staff handbooks contain a clear procedure for reporting emergencies with key staff identified. Emergency response procedure information is carried on all excursions.

W3 Student welfare officers (SWOs) and welfare and accommodation managers (WAMs) are identified by coloured T-shirts. In Cambridge and Oakham staff photoboards are placed in common areas. There is no WAM in Bankside and SWOs are on duty from 15.00–01.00. During the day students in Bankside report issues to activity leaders and the centre director.

<b>Accommodation</b> (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.	Strength

#### Comments

W15 Meals at the centres visited were healthy, balanced and offered a range of options to suit different tastes and dietary needs. Students in all centres reported that they enjoyed the food. Catering staff were responsive to special requests from students.

<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

None.

<i>Accommodation: other</i>	
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	N/a

payment arrangements are clear.	
<b>Comments</b>	
None.	

<b>Leisure opportunities</b>	<b>Area of strength</b>
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.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

<b>Comments</b>
<p>W23 Students and their sponsors have very good access to information and advice about social, cultural and sporting activities. Sample programmes are compiled at head office and agents suggest additions and amendments. The programmes at Cambridge and Oakham offer a minimum of three options for afternoon activities including sports, arts and team building, with whole school activities in the evenings. Whole day excursions take place weekly at all centres. Bespoke activities can be arranged and booked for groups on request. At Bankside, the London Explorer programme is less flexible but is negotiated and agreed in advance by the group leaders.</p> <p>W24 The activities are designed to suit all students in the age range, with enough options in Cambridge and Oakham to allow plenty of choice. Students reported very favourably on the leisure programme and enjoyed the variety of activities on offer.</p> <p>W25 The activity staff are chosen and placed in centres according to their range of experience and skills. In Cambridge and Oakham the staffing was sufficient to allow scheduled planning time. The activity staff at Bankside commented that sometimes the double-banked programme did not always allow enough time to plan effectively.</p> <p>W26 Comprehensive risk assessments are produced for each activity and signed by activity leaders. Activity backpacks containing equipment including first aid kits, spare lanyards and instructions for emergency procedures are carried by activity staff at all times. Staff are very well trained in how to respond to all emergencies.</p>

### **Safeguarding under 18s**

<b>Safeguarding under 18s</b>	<b>Met</b>
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
S7 There are suitable arrangements for the accommodation of students.	Not 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
<b>Comments</b>	

At the time of the inspection 508 students were enrolled at the centres visited. Three students were over 18.

S1 The policy is evident in the way all staff approach their duties. All staff are obliged to carry a 'blue card' on their lanyard, which summarises safeguarding issues and reporting procedures. There is a clear line of reporting within centres and to the safeguarding leads at head office.

S6 Rules for the supervision of students in their free time are very clear and all free time on site is supervised.

There is a system of remote supervision on excursions for limited periods appropriate to age. Group leaders are very supportive and use social media groups to communicate any changes of plan or concerns. In the residences, night patrols are carried out until 1.00am.

S7 The campuses at Cambridge and Oakham are used exclusively by students and security is very good. The building in Bankside is also used as bed and breakfast accommodation for the public and students share corridors with adults who are not part of the school. Two students reported that on one occasion, adult strangers had knocked on the door of their room. Although they had not perceived this as a threat, it is clear that there is a risk to the security of the under 18s in the residence. In addition, at the time of the inspection, three 18 year-olds were sharing bedrooms with students under 16.

#### 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

##### 1. COLLATED DATA FOR ALL ELIGIBLE CENTRES (INCLUDING THOSE NOT INSPECTED)

Inspection history	Dates/details
First inspection	1996
Last full inspection	August 2014
Subsequent spot check (if applicable)	None
Subsequent supplementary check (if applicable)	None
Subsequent interim visit (if applicable)	None
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	Specialist and Plus courses with professional coaching at various centres in football, rugby, tennis, golf and other sports, and drama, art and computer coding
Other related accredited schools/centres/affiliates	Stafford House International schools in Brighton, Cambridge, Canterbury and London
Other related non-accredited schools/centres/affiliates	CATS College in London, Canterbury, Cambridge and Boston USA prepare students to progress to higher education. On Campus offers undergraduate and masters' pathway courses in universities in the UK, USA and mainland Europe. The Cambridge School of Visual and Performing Arts (CSVPA) offers pathway and degree programmes in art and design, drama and music. Stafford House International has schools in Canada and USA

#### Private sector

Date of foundation	1996
Ownership	Name of company: Stafford House Study Holidays (Trading as Stafford House Summer) Company number: 02404309 (Part of the Cambridge Education Group)

Other accreditation/inspection	N/a
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### Premises profile

Address of Head Office (HO)	19 New Dover Road, Canterbury, Kent CT1 3AS
Location of centres offering ELT at the time of the inspection but not visited	<p>London – CATS College, 43–45 Bloomsbury Square, London WC1A 2RA</p> <p>Edinburgh – Napier University Merchiston Campus, 10 Colinton Road, Edinburgh EH105DT</p> <p>Malvern – Malvern St James, 15 Avenue Road, Great Malvern, Worcestershire WR14 3BA</p> <p>Uxbridge – Brunel University, Kingston Lane, Uxbridge, Middlesex UB8 3PH</p> <p>Woodcote – The Oratory School, Woodcote, Near Reading, South Oxfordshire RG8 OPJ</p> <p>York – Queen Ethelburga’s College, Thorpe Underwood Hall, Ouseburn, York YO26 9SS</p>
Location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

### Student profile at peak at all centres

	Collated totals in peak week: (15–21 July, all centres)
Of all international students, approximate percentage on ELT/ESOL courses	100
<b>ELT/ESOL students</b> (eligible courses)	
18 years and over	30
17 years and under	1,537
<b>Overall total</b> of ELT/ESOL students shown above	1,567
Predominant nationalities	Italian, Chinese, French, Italian, Brazilian, Argentinian, Chilean, Hong Kong Chinese, Turkish

### Staff profile at peak at all centres and HO

	Collated total in peak week (15–21 July) HO and all centres
Total number of teachers and academic managers on eligible ELT courses	81
Total number activity managers and staff	61
Total number of management (non-academic) and administrative staff	27 and 15 (Head Office)
Total number of support staff (e.g. houseparents, matrons, catering)	23

### Course profile (across all centres covered by this accreditation)

Course profile	Summer		Other times of year	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

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Stafford House Summer provides junior vacation courses at its various centres for students in the 9–18 age range. Courses include 15 hours of English lessons per week, a range of activities and excursions and a choice of residential or homestay accommodation depending in the centre.

## 2. DATA ON CENTRES VISITED

<b>1. Name of centre</b>	Cambridge: CATS College, Round Church Street, Cambridge CB5 8AD
<b>2. Name of centre</b>	Bankside: Bankside House (LSE), 24 Sumner Street, London SE1 9JA
<b>3. Name of centre</b>	Oakham: Oakham School, The Barraclough, Ashwell Road, Oakham, Rutland LE15 6QG
<b>4. Name of centre</b>	
<b>5. Name of centre</b>	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students, approximate percentage on ELT/ESOL courses	100	100	100			100	100	100		
<b>ELT/ESOL students (eligible courses)</b>	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	0	3	0			0	3	0		
Full-time ELT (15+ hours per week) aged 16–17 years	71	68	15			71	68	15		
Full-time ELT (15+ hours per week) aged under 16	171	90	90			171	90	90		
Part-time ELT aged 18 years and over	0	0	0			0	0	0		
Part-time ELT aged 16–17 years	0	0	0			0	0	0		
Part-time ELT aged under 16 years	0	0	0			0	0	00		
<b>Overall total of ELT/ESOL students shown above</b>	<b>242</b>	<b>161</b>	<b>105</b>			<b>242</b>	<b>161</b>	<b>105</b>		
Junior programmes: advertised minimum age(s)	Cambridge Classis Course – min age 12 Bankside London Explorer – min age 12 Oakham Classic Course – min age 9									
Junior programmes: advertised maximum age(s)	Cambridge Classic Course – max age 18 Bankside London Explorer – max age 18 Oakham Classic Course – max age 17									
Adult programmes: advertised minimum age										
Typical length of stay (weeks)	2	2	2							
Predominant nationalities	See above									

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	11	8	8			11	8	8		
Total number of activity managers and staff	12	6	4			12	6	4		
Total number of management (non-academic) and administrative staff	2	1	2			2	1	2		



<b>student/family/ guardian</b>										
Staying with own family	0	0	0			0	0	0		
Staying in privately rented rooms/flats	0	0	0			0	0	0		
<b>Overall totals adults/under 18s</b>	0	3	0			242	158	105		

<b>Centres</b>	1	2	3	4	5
<b>Overall total adults + under 18s</b>	242	161	105		