

Organisation name	Stafford House Cambridge
Inspection date	27–28 October 2021

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. However, evidence must be submitted within three months to demonstrate that weaknesses in S4 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Stafford House Cambridge in October 2021. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

Strengths were noted in the areas of strategic and quality management, student administration, academic management, course design, learner management, care of students, and leisure opportunities.

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

Introduction

Stafford House Cambridge (SHC) was first inspected in 2015 and last inspected in 2016. It is one of the four year-round Stafford House International (SHI) schools in the UK which form part of the CATS Global Schools (CGS) group, a wholly owned subsidiary of Bright Scholar UK.

Throughout the year, SHC offers general English and examination preparation courses for adults (16+) and closed group courses for adults and students aged 12 to 18. In the afternoon, students on intensive courses participate in study skills and exams focused modules. One-to-one classes are offered throughout the year. Accommodation is offered in a nearby residence and in homestays.

The CGS group draws upon centralised marketing, admissions, finance and HR functions. At the time of the inspection, the SHI schools were in the process of harmonising and refining a number of additional administrative, academic and safeguarding policies and procedures. This inspection was the third of four to be conducted in consecutive weeks in all of the SHI schools in the UK. Prior to the inspection, the inspectors had spent a day interviewing CGS and SHI head office staff and examining documentation.

The inspection took the equivalent of a day and a half day. Due to the global pandemic, the inspection was conducted remotely. During the inspection, the two inspectors held interviews with the principal, the director of studies (DoS), the student services manager and the operations manager. Separate focus groups were conducted with teachers and students. The inspectors watched a recorded virtual tour of the premises and asked staff and students specific questions about the premises and resources. All teachers timetabled during the inspection were observed remotely. One inspector conducted a virtual tour of two homestays, interviewed two hosts and had a virtual tour of the school's student house.

Address of main site/head office

15 Round Church Street, Cambridge CB5 8AD

Description of sites observed

The buildings at 12, 14 and 15 Round Church Street are located in central Cambridge and are owned by CGS. SHC has the sole use of numbers 12 and 15. Number 14, the building between 12 and 15, is occupied by Cambridge School of Visual and Performing Arts (CSVPA). The school shares the CSVPA canteen. Each building has a separate entrance from the street and is entered using an access card. Number 15 houses a reception area, staff room, four classrooms and an academic office. There are a further four classrooms in number 12. There are toilets in both buildings.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input 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

SHC offers general English and examination preparation courses for adults (16+) and closed group courses for students aged 12 to 18 and adults. In the afternoon, students on intensive courses study modules. One-to-one classes are offered throughout the year.

Management profile

The principal, who reports to the general manager of SHI, has oversight for the day-to-day management of the school and its operations. He is assisted by the DoS who has responsibility for the academic programme and the

student services manager, who is responsible for student services and accommodation. There is an operations manager who has oversight of the school premises and facilities.

Accommodation profile

Year round, homestay, student house and residential accommodation is available for adults. Students aged 16 and 17 who are not living with family or guardians must stay in homestay accommodation. The school currently has approximately five active homestays and also uses an accommodation agency. Student house accommodation is located in a semi-detached house in the centre of Cambridge and includes private rooms and bathrooms and a shared kitchen and dining area. The residential accommodation is in private, ensuite rooms with bathrooms, and blocks of rooms have a shared communal kitchen and lounge area.

Summary of inspection findings

Management

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

Premises and resources

The provision meets the section standard. The premises provide students and staff with an appropriate 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 students and staff where needed.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the context. Course design meets students' needs highly effectively, and learners are managed and supported very well. Teachers receive very good support, and overall the courses are managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management*, *Course design* and *Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school provides its students with very good pastoral care, and ensures their safety and security in school and in accommodation. The school offers suitable accommodation, and accommodation is appropriately managed. The leisure programme is based on the needs of students. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school, during leisure activities and in the accommodation provided. The school has a clear and comprehensive safeguarding policy, and staff are trained to implement it. The school must ensure that sufficient reference checks are carried out on all staff and that suitability checks are conducted within three years of each other.

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.	Met
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.	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 The mission statement of SHI is clear and made known to staff in the school through notices in reception and throughout the school, as well as through their inclusion in the recruitment process, induction and job descriptions. In addition, the principal provides staff with professional development sessions related to the mission.

M2 Across the SHI group, there are clear, prioritised organisational plans in all areas of provision owned by individuals or committees with regular meetings to monitor progress towards their achievement. In addition, SHC has its own detailed, comprehensive improvement plan.

M4 Communication works well both informally and formally at the group and school level. There are meetings held between staff involved in group initiatives and holding the same posts across the SHI group. At the school level there are regular, minuted meetings, an online staff portal and a messaging service which are all used to good effect. Staff reported that there was excellent communication with management.

M5 Student feedback is collected in a variety of ways. It is collated, reviewed and any action taken is recorded. The DoS takes time to review student feedback with staff. Students and staff are kept informed on the school's response to student feedback through emails, posters and the school's student portal.

M7 SHC and other schools in the group monitor and review systems and processes through committees responsible for the oversight of quality, academic development and safeguarding. These comprehensive reviews involve managers in different schools working together and include analysing feedback from staff and students. There was clear evidence that mechanisms for ensuring continuous improvement are integral to the working of SHC.

Staff management and development	Met
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.	Not met
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.	Strength

Comments

M10 While recruitment policies are generally thorough and most procedures are in place, there was no evidence of signed and dated certificates for some staff.

M11 The school provides induction booklets to support new staff in their roles. Induction is thorough and includes opportunities to shadow colleagues. Staff commented that induction was excellent.

M12 There are robust and supportive appraisal processes in place including formal annual appraisals, as well as more informal check-ins with staff members by managers. Management are also engaged in an appraisal process.

M13 The school has ensured that management, teaching and administrative staff engage in professional development and training, and keeps a record of this. Professional development is well planned, focused on individual needs, appropriate to the current context and includes a subscription to an online health and safety and HR compliance provider.

Student administration	Area of strength
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.	Strength

Comments

M14 Staff provide a very helpful personalised service. Feedback is regularly sought on the school's levels of customer service, and during the inspection, students' comments about the school's staff were very positive.

M15 Students receive comprehensive information and advice prior to and during their stay through a variety of media including email, the website and the student portal.

M19 Clear information is given to students about attendance and punctuality. Attendance and punctuality is recorded and monitored and absence or lateness are systematically followed up.

M21 The complaints procedure is clear and readily available on notices around the school, and on the student portal and website. The school is very responsive to student comments, and complaints are consistently recorded and followed up.

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.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Stafford House has a 'digital first' policy whereby digital mediums are the primary medium of publicity. Publicity includes a website and brochure. In addition, the school has a social media presence page and SHI has a central presence across social media platforms.

M27 Publicity states that students will interact with accommodation hosts throughout the evenings and throughout the weekend, when this is not the case. The brochure does not mention that some homestays in Cambridge are arranged by an external agency and neither does the *Cambridge homestay* factsheet.

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.	Strength
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.	Strength

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	
P1 The premises are well maintained with regular cleaning and maintenance checks. Students and staff commented very positively about the condition of the premises. P5 Signage and noticeboards are visually attractive, consistently branded and well maintained in general areas and in classrooms.	
Learning resources	
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.	Not met
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.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength
Comments	
P7 Staff and students commented negatively that digital coursebooks were sometimes not accessible due to technical issues. P8 There is a wide range of resources available for teachers to use including text books, resource books and in-house materials. P11 Notices in common areas provide excellent guidance for developing independent learning skills. Independent learning is followed up with students during tutorials and they can find additional guidance on the student portal. P12 There is a clear central policy in place and teaching and learning resources are effectively and systematically reviewed based on staff and student feedback.	

Teaching and learning

Academic staff profile	
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
Comments	
All criteria in this area are fully met.	
Academic management	
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.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
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	
T8 Continuous enrolment is seen as a positive part of the school's programme. There is a buddying system which pairs new students with their more experienced peers. Archived resources are made available to new students who wish to review what was studied previously.	
T9 Staff reported that the DoS was always available and supportive. Teachers are offered opportunities of informal check-ins with the DoS and one-to-one personalised support and training, as well as peer observations.	
T10 The DoS carries out a minimum of two formal recorded observations per year, as well as drop-in visits. New staff are monitored and supported with a number of observations in the first weeks of their employment.	

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.	Strength
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.	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.	Strength
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 There is a clear statement of the Stafford House teaching methodology included in the teachers' handbook. Course structure is clearly outlined with detailed syllabuses with learning outcomes linked to the multi-level coursebook series being used. Afternoon class course design is based around an analysis of student needs by the DoS.	
T12 The recently introduced course syllabus and resources were the product of a formal documented process of review which included a range of stakeholders. This is now being closely monitored by academic managers. Syllabus review is a standing item at weekly teacher meetings.	
T13 Teachers produce weekly schemes of work which are shared with students. Course descriptors including graded can-do statements are displayed on noticeboards and are also accessible through the student portal.	
T15 Advice on learner independence is integrated into tutorials and advertised around the school building on notices. The school provides additional guidance through one-to-one support from the DoS and collated lists of tips and advice for independent skills development.	

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
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.	Strength

Comments	
T17 Placement procedures are thorough and include a written grammar-vocabulary test and an oral interview which is referenced to the Common European Framework and doubles up as a learning needs analysis.	
T18 Student progress is effectively monitored through weekly tests linked to monthly tutorials for students studying for four weeks or more. Learner test scores and tutorial comments are stored on the student portal for reference.	

T19 The academic office has an open-door policy offering student access to learning support from the DoS. Conversations are focused on agreeing targets and developing strategies to meet them, which can result in students changing classes.

T22 Students are asked about mainstream education in their beginning of course questionnaire. Students that indicate that they are interested are directed to the appropriate expert guidance at the CATS College or CVPA sister schools.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	General English, examination preparation and module classes in the morning and afternoon.

Comments

In-person classes were observed remotely. All teachers timetabled to teach during the week of inspection were observed.

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.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Not 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 In general, teachers produced clear accurate models of the language accompanied by appropriate relevant explanations. However, sometimes the language used was not suitable for the students' level.

T24 Plans included student profiles, and in some cases the course objectives took the profiles into account. There was some evidence of course objectives having been negotiated with students.

T25 In some segments there were clear learning outcomes which were made known to students and referred to during the class. However, in a minority of cases learning outcomes were stated as teaching aims and had little or no link to the classroom activities.

T26 While there was evidence of some attempts to use a range of techniques including effective checking of understanding, overall, techniques were limited. Teaching techniques were not adapted in relation to the skills being learnt.

T27 There was effective use of audio-visual equipment and technology including the interactive whiteboard. In stronger segments, there was good use of the whole learning space and the students themselves as a resource. Sometimes instructions were not clear, clarified or checked, and lacked time frames for activities.

T28 There was a range of techniques for giving students feedback, including self and peer correction in the stronger classes. However, there were some examples of missed opportunities for correction in the classroom.

T29 In most cases, short coursebook-led activities ensured that learning was being monitored as lessons progressed, and there were examples of very good learning reviews towards the end of lessons or sections of lessons.

T30 Overall there was a positive friendly supportive atmosphere in classes, and students were engaged. In a minority of classes, the interaction between teacher and students was limited and repetitive, resulting in students being less engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to unsatisfactory with most being satisfactory against the criteria. Knowledge of the grammatical systems of English was generally sound,

though sometimes language was graded too high for students. Overall, the topics and content of lessons were well chosen to reflect the students' needs and interests, although appropriate learning outcomes were often not shared with students. Classroom resources were used effectively, but teaching techniques were somewhat limited in range. Teachers provided students with ongoing feedback, and teachers mostly created a positive learning atmosphere.

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.	Strength
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.	Strength
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.	Strength
W8 Students have access to adequate health care provision.	Strength

Comments

W1 Fire and premises risk assessments of the school building and residences are overseen by the organisation's operations department in consultation with local management. Evacuation procedures form part of student inductions and staff training.

W2 SHI has a detailed emergency plan and one specifically for activities, excursions and transfers. The relevant contents of the plan are communicated clearly to staff and students receive sensitively delivered safety advice in inductions.

W3 Students are informed about the pastoral care available through induction, the student portal and notices around the school. Students are paired with another student when they arrive in the school. Staff and students commented positively on the caring nature of the school ethos. There is a pastoral focus in tutorials and regular contact is maintained with under 18s.

W4 There are clear policies and regular staff training in place to promote respect and tolerance reinforced by information for students around the school, for example, through posters. Tolerance and respect are also highlighted in student inductions.

W7 Students are well informed about aspects of life in Cambridge and in the UK through detailed inductions, the student portal and the website.

W8 Healthcare information is given to students in inductions, and there is a section on this subject on the student portal. Staff can accompany students to local medical support during school hours.

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.	Not met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
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	
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W12 Students generally receive accurate, relevant information about the accommodation they have booked. Homestay confirmations include a pen portrait of the hosts and detailed information about how to travel to and from school from their accommodation. However, travel information is missing from confirmations sent about the residential accommodation.

W13 Students are introduced to the SSM, responsible for managing accommodation, on their first day. They also complete an initial questionnaire with accommodation questions. Any concerns raised are recorded and quickly acted upon whenever possible. Hosts are also informed about how to respond to issues in the host handbook.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
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.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments	
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All criteria in this area are fully met.

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

Comments	
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The relevant criterion in this area is fully met.

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	
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W23 The school provides students with information about a good range of local social, cultural and sporting events through the student portal and posters and displays in the school. One of the noticeboards includes suggested places to visit. The SSM helps students make bookings for events and activities.

W24 The school offers a varied, weekly leisure programme, which includes free activities and events for long-stay students. Photos are added to social media to encourage student participation. Weekend excursions with a local tour company are promoted by the school, and the SSM helps students with arrangements. More extensive programmes are customised to the needs of closed groups.

W25 All activities are very well organised, discussed at weekly admin meetings and based on student needs and suggestions. Staff are fully briefed about activities and teachers are involved where appropriate.

Safeguarding under 18s

Safeguarding under 18s	Met
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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.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	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 school accepts students aged 16 and 17 years old on adult courses throughout the year. In addition, the school offers closed group courses for students aged 12–18. At the time of the inspection, there was one under 18 enrolled on adult courses. In the summer peak week in 2019 there were 108 under 18s studying at the school.

S1 SHI schools have a comprehensive safeguarding policy and a large number of related documents. The designated (DSL) and deputy (DDSL) safeguarding leads are clearly identified by name on noticeboards, and are known to all staff. Safeguarding is a standing item in the administration and teachers' meetings.

S4 Although there are a large number of safer recruitment procedures in place, one teacher did not have two references that included reference to their suitability to work with under 18s, and two teachers had suitability checks that were over three years old.

S5 16 and 17-year-old students are made known to staff and other students, and are clearly identified through wearing different coloured lanyards. The DSL meets regularly with under 18s on courses. Any problems with attendance and absence are followed up promptly and recorded appropriately. Breaks are staggered when there are groups of under 18s studying in the school.

Declaration of legal and regulatory compliance

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

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

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

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

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

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

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	2015
Last full inspection	2016
Subsequent spot check (if applicable)	2018

Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Stafford House Brighton, Canterbury, London and Stafford House Study Holidays
Other related non-accredited schools/centres/affiliates	CATS Colleges, Stafford House Toronto and Calgary

Private sector

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

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	N/a

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	17	89
Full-time ELT (15+ hours per week) aged 16–17 years	1	108
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	18	197
Junior programmes: advertised minimum age	12	16
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–27	16–21
Adult programmes: typical length of stay	11–23 weeks	2–4 weeks
Adult programmes: predominant nationalities	Mexican, Saudi Arabian, Thai, Turkish	Italian, Turkish, French, Thai

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	16
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 hours a week	4	
Number of academic managers for eligible ELT courses	1	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers

TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
The DoS was not teaching in the week of the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	5
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	5	1
Private home	1	0
Home tuition	N/a	N/a
Residential	2	0
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	7	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	2	0
Overall totals adults/under 18s		
	17	1
Overall total adults + under 18s		
	18	