

Organisation name	Stafford House Canterbury
Inspection date	13–14 October 2021

Section standards	
<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

### Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W1 and S4 have been addressed. The required evidence was subsequently submitted.

### Summary statement

The British Council inspected and accredited Stafford House Canterbury 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](http://www.britishcouncil.org/education/accreditation) for details).

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

Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, academic management, course design, learner management, teaching, accommodation and leisure opportunities.

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

## Introduction

Stafford House Canterbury (SHC) was first inspected in 1995 and last inspected in 2019. 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 (16+) and closed groups to young learners and adults in its main building and annexe. Accommodation is offered in a nearby residence and in homestays. In the summer the school also offers summer vacation and examination preparation courses for young learners in other premises and additional residences normally used by CATS College Canterbury.

The CGS group draw 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 first of four to be conducted in consecutive weeks in all of the SHI schools in the UK. In the week prior to the Canterbury 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 spread over two days. Due to the global pandemic, the inspection was conducted remotely. During the inspection, the two inspectors held interviews with the principal, the vice principal, the Director of Studies (DoS) and the student services officer. 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 and the student residence and interviewed two hosts.

## Address of main site/head office

19 New Dover Road, Canterbury CT1 3AS

## Description of sites observed

The main three-storey building and annexe are set back from a main road leading into Canterbury centre near to eateries and a supermarket. The buildings include: a reception area with student services offices, a maximum of 14 classrooms, a student lounge with a seating area and a kitchen, a principal's office, a DoS office, a library, a staffroom with an adjacent kitchen, an additional student lounge for junior courses. At the time of the inspection one of the classrooms was being used as a breakout room for teachers and one as a prayer room. The head office of Stafford House Study Holidays (SHSH) is based on the top floor. External areas include picnic benches, car parking space and bicycle racks.

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 checked="" 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

Throughout the year SHC offers general English and examination preparation courses (16+) and closed group courses. In the afternoon, students on intensive courses study modules. In the summer the school also offers vacation programmes (lessons, accommodation, social programme) and examination preparation courses to individual students aged 14 to 17 and groups aged from 11 to 18. One-to-one classes are offered throughout the year.

## Management profile

The principal, who reports to the general manager of SHI, is currently assisted by the vice principal with responsibilities for student services and accommodation, a DoS and a student services officer.

## Accommodation profile

Homestay and residential accommodation is available all year round. The school's residence is self catering and is only for students aged 18 and over. It is managed by the school. In homestays, which are also managed by the school, adults have a choice of half board or bed and breakfast. Students aged 16 and 17 have half board with full board at weekends.

All accommodation is within walking distance or a short bus ride of the school. The residence is directly next to the school. Accommodation is arranged into flats, each with six ensuite rooms, and a communal living area and kitchen, as well as a laundry.

During the summer, the school uses additional homestays for all students, as well as external self-catering residences and student houses for adult students. For under 18s there are a number of residences used by CATS College during the academic year. One of these is for 16–17 year-olds, the others for 14–17 year-olds. All under-18 residences provide full-board accommodation.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The school is well managed and operates to the benefit of students and staff, and in accordance with its goals and publicity. *Strategic and quality management, Staff management and Student administration* are areas of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The learning resources and environment support and enhance the studies of students enrolled with the provider, and offer an appropriate professional environment for staff. *Premises and facilities and Learning resources* are areas of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate for the context. Teachers are managed and supported effectively. Courses are well structured to the clear benefit of students. Student progress is well monitored. The teaching observed met the requirements of the Scheme. *Academic management, Course design, Learner management and Teaching* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. Overall the school provides its students with good pastoral care, and ensures the safety and security of its buildings, with the exception of regular planned fire drills in the residence. The school offers comfortable, friendly homestay accommodation, all conveniently located, and accommodation is well managed. The leisure programme is designed to meet the needs and interests of a range of students and is also responsive to particular requests or circumstances. *Accommodation 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. There is a clear and comprehensive safeguarding policy, and staff are well trained to implement it. The school must ensure that sufficient reference checks are carried out on homestay hosts.

### 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.	Met
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 Canterbury school through a number of posters and their inclusion in recruitment, induction and job descriptions.

M2 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.

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 schools. At the school level there are regular, minuted meetings, and the online staff portal is also used for cross-school and local communication.

M7 The SHI group is in the process of reviewing a large number of systems and processes through committees responsible for the oversight of quality, academics and safeguarding. These comprehensive reviews involve managers in different schools and include multiple sources of information, including feedback from staff and students. Comparisons are made between the satisfaction ratings of different schools in the group.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
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.	Met
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

M8 Staff stated that they felt valued and supported by the school and their colleagues. The group and its staff benefit from having a comprehensive set of human resources policies, including a recently launched staff wellbeing initiative with relevant resources.

M10 Recruitment for all posts is thorough and combines the use of general policies and procedures with local managers systematically interviewing candidates and recording outcomes.

M11 All staff receive comprehensive inductions, recorded on checklists. Newly appointed staff have the chance to shadow current postholders and/or observe colleagues teaching.

M13 The school has ensured that management, teaching and administrative staff continue to access professional development and training. The group has a subscription with an online health and safety and HR compliance provider, through which staff can access relevant courses. Some teachers have been supported to upgrade their qualifications.

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 Students praised the helpfulness of all staff in the focus group and this echoed the positive responses to formal survey questions about customer service.

M15 Students receive detailed pre-booking guidance through their agents, reservations and admissions staff or directly from the school. The websites and brochures give clear information on courses. Also, the useful student portal information is visible to guests without any login.

M19 Clear information is given to students about attendance and punctuality. These policies are speedily and effectively monitored and managed.

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 staff do everything they can to avoid the escalation of any problems.

<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.	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 The website refers to finding the 'perfect homestay' and the brochure and the homestay fact sheet overstate the amount of time students would spend talking with their homestay hosts referring to them practising their English 'throughout the evenings' and 'throughout the weekend'. The website comment was subsequently amended and is no longer a point to be addressed.

### Premises and resources

<b>Premises and facilities</b>	Area of strength
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.	Strength
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
<b>Comments</b>	
<p>P1 Premises and facilities are in a good state of repair and very regularly cleaned. Both the reception and the student lounge areas have benefited from extensive refurbishment prior to the pandemic.</p> <p>P3 The spacious and well-equipped student lounge and kitchen provide a welcoming environment and encourage students to socialise with each other outside lessons. In the annexe, there is a junior student lounge available for use by group students.</p> <p>P5 Signage and noticeboards are consistent in style and messaging and are visually attractive, and well maintained in general areas and in classrooms.</p>	

Learning resources	Area of strength
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.	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.	Strength
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.	Met
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 In addition to coursebook related resources, teachers can use an extensive range of supplementary materials in all areas of the academic provision. These resources are well organised and some are set aside for use in particular types of lessons.</p> <p>P9 There are interactive whiteboards (IWBs) in all classrooms that are well maintained by IT staff based in the school. All teachers had received effective training in how to use the IWBs and the digital resources.</p> <p>P12 Teaching and learning resources are effectively and systematically reviewed based on staff and student feedback. Academic managers are currently receiving ongoing feedback from students and teachers on the new digital coursebooks being used this year.</p>	

## 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.	Strength

<b>Comments</b>	
<p>T4 The DoS is well qualified and experienced. She has a diploma-level TEFL qualification and an MA in TESOL. The vice principal is TEFLQ, as is the ex-ADoS teacher who has special responsibilities for examination courses. In the summer, it is likely that all three of them will manage different parts of the junior and adult provision.</p>	

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met

T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	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 All aspects of continuous enrolment are well managed by the DoS and teachers. Courses are divided into weekly programmes and on Mondays teachers negotiate syllabuses with newly formed classes. Teachers receive weekly guidance about particular students and more general advice in the teachers' handbook.

T9 Weekly plans are reviewed by the DoS and teachers are formally encouraged to carry out peer observations. They stated in their focus group that they were well supported by the DoS and their colleagues.

T10 Detailed formal observations take place twice a year for teachers. Recent ones had been handled sensitively taking into account the changing employment circumstances of teachers. Teachers stated that the feedback they received was helpful and constructive.

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.	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 There is a clear statement of the Stafford House teaching methodology included in the teachers' handbook. Course structure is clearly outlined in detailed syllabuses with learning outcomes linked to the multi-level coursebook series being used.

T12 The recently introduced course syllabus and resources are being closely monitored by academic managers in the light of teacher and student feedback. Weekly programmes are negotiated with learners.

T13 Course outlines and learning outcomes are shared with students through coursebook contents pages, and detailed weekly schemes of work displayed in classrooms and on the student portal.

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.	Strength
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 that doubles as a learning needs analysis.

T18 Student progress is effectively monitored through weekly tests linked to tutorials for students studying for four weeks or more. Learner test scores and tutorial comments are stored on the student portal.

T19 Information and advice is given to teachers about any particular learning needs that students might have. There are clear policies in place to ensure that any level changes are appropriate for learners, who can take particular level tests to check their suitability to join another class.

T20 Students are asked about any examination requests during placement. Expert advice is given by the teacher with special responsibilities in this area.

T22 Students are asked about any interest they may have in mainstream UK education in the initial questionnaire. Any interest is recorded and is followed up by the principal or another designated member of staff.

### 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.

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.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
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.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

### Comments

T23 Teachers generally showed a sound knowledge of the linguistic systems of English and used good models on the board.

T24 Lessons were well planned and content was clearly linked to course objectives and the needs of specific groups of learners.

T25 Most teachers made clear to learners the learning outcomes of lessons and linked them to a clear set of appropriate activities.

T26 Teachers generally used a range of appropriate techniques, such as questioning and elicitation, although concept checking and nomination were not always carried out effectively.

T27 Teachers made effective use of the digital learning resources and IWBs in all lessons observed.

T28 Positive feedback and error correction occurred in most classes observed, although in a few lessons opportunities for correcting students' oral errors were missed.

T29 Previous as well as new learning was skilfully checked by teachers in all classes observed.

T30 Students were fully engaged in all lessons and there was a positive learning environment in all classes.

### Classroom observation summary

The teaching observed ranged from very good to satisfactory with most being good or very good against the criteria. Lessons were well prepared and took into account the needs of students. Teachers used a range of appropriate techniques. Educational resources including IWBs were well used and there was a positive learning atmosphere in all classes observed. The teaching observed met the requirements of the Scheme.

## 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.	Not 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 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 Detailed and regular risk assessments and checks take place to ensure premises are safe for students and staff. However, there was no evidence of regular fire drills for the student residence.

W2 There is a comprehensive emergency plan developed for the Stafford House UK schools with procedures for on and off-site emergencies. The plan is comprehensive, well considered and is communicated appropriately to staff and students.

W3 Students are made well aware of pastoral care through the student portal and notices around the school. Monthly tutorials include a focus on students' wellbeing.

W4 There are clear policies and regular staff training in place to promote respect and tolerance. Relevant content is integrated into student information, ensuring that they are well informed about the school's expectations.

W7 Students receive comprehensive up-to-date information about life in the UK in general and in Canterbury in particular, through the website, the student portal and during induction.

W8 There is good provision of first aid trained staff. Students who are not registered with a local GP are reminded to do so through the portal, student newsletters and personally by the vice principal. Homestay information for hosts includes advice about healthcare for students.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
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.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
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

W9 The quality of the accommodation inspected was very good, and students reported that they were very happy with their accommodation. The residence is clean and well equipped. Homestay hosts offer a caring and welcoming environment for their students in homes that are comfortable and clean.

W11 Homestay visits are carried out at least every two years by a highly experienced accommodation officer. A comprehensive database records the dates of all relevant safety checks for homestays.

W12 Students receive accurate, relevant information about the accommodation they have booked. For the residence, detailed information is given on the website and in pre-arrival information. For students staying in homestays, confirmation includes a pen portrait of the hosts and their household.

W13 Students are encouraged to discuss any issues concerning their accommodation on their first day in school and complete an initial questionnaire with a question about their accommodation in their first week. Any issues raised are recorded and speedily responded to.

<b>Accommodation: homestay only</b>	
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**

All criteria in this area are fully met.

<b>Accommodation: other</b>	
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**

The relevant criterion in this area is fully met.

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

**Comments**

W23 Students have access to information about a wide range of local and national attractions and events through noticeboards and the student portal. Student services staff are available to advise students and help with arrangements.

W24 The school provides a varied leisure programme, including free of charge options, that is appropriate for the needs, interests and circumstances of all students.

W25 The leisure programme is well organised and resourced. Students are asked what they want to do for the leisure programme and it is planned with that in mind. Excursions are very well prepared, ensuring that staff leading activities are well briefed and have a comprehensive set of resources.

**Safeguarding under 18s**

<b>Safeguarding under 18s</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.	Strength

S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	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

For most of the year, students aged 16 and 17 join adult courses. At the time of the inspection, there were six students aged 16 and 17 enrolled on adult courses. In addition, the school offers closed-group courses for students aged 11–18. In the peak week in the summer of 2019, the school offered closed group and individual courses for 561 students aged 11–18. While it was possible to view safeguarding provision for a small number of 16 and 17 year-olds studying on adult courses, it was not possible to view in action procedures or practices for students aged under 16 in different centres and accommodation.

S1 Stafford House UK schools have a comprehensive safeguarding policy, framed with input from internal and external expert advisors. The policy is supported by targeted brief versions for homestay, staff, and student handbooks and noticeboards. The designated (DSL) and deputy (DDSL) safeguarding leads are clearly identified by name on noticeboards, and staff are fully aware that the principal and vice principal fill these roles.

S2 The DSL and DDSL have up-to-date specialist level training from both the local authority and language provider perspectives. In addition, other members of the student services team have advanced level training. All staff and homestay hosts accepting under 18s have basic level training which is refreshed at least annually by the DSL.

S4 Although safer recruitment policies are in place, not all homestay hosts had the necessary number of references on file.

S5 16 and 17-year-old students are clearly signalled to staff, and are easily identified through wearing different coloured lanyards from other students. The DDSL regularly checks in with students and their homestays regarding their welfare, movements and plans. Any issues with attendance and absence are followed up promptly and recorded appropriately.

#### 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	1985
Last full inspection	2019
Subsequent spot check (if applicable)	N/a
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, Cambridge, 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	Residences (all CATS Colleges): Ersham, Raemore, Archbishops, Knights, Harvey, St Lawrence, Chaucer Classrooms used at: CATS College Canterbury Canterbury College

Student profile	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	17	120
Full-time ELT (15+ hours per week) aged 16–17 years	6	187
Full-time ELT (15+ hours per week) aged under 16	0	374
Part-time ELT aged 18 years and over	0	N/a
Part-time ELT aged 16–17 years	0	N/a
Part-time ELT aged under 16 years	0	N/a
<b>Overall total ELT/ESOL students shown above</b>	<b>23</b>	<b>681</b>
Junior programmes: advertised minimum age	12	11
Junior programmes: advertised maximum age	17 (18 if in a group)	17 (18 if in a group)
Junior programmes: predominant nationalities	N/a	Italian, Chilean, Brazilian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–28	16–30
Adult programmes: typical length of stay	4 and 12+ weeks	2–4 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Kuwaiti, Swiss	Thai, Saudi Arabian, Italian

Staff profile	At inspection	In peak week
Total number of teachers on eligible ELT courses	5	41
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT 19 hours and under a week	5	
Number of academic managers for eligible ELT courses	1	7
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	2	

**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	4
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	5
Comments	
In the summer most of the teachers would be TEFLI.	

**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	5
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	10	0
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	1
Staying in privately rented rooms/flats	2	0
Overall totals adults/under 18s	17	6
Overall total adults + under 18s	23	