

Organisation name	Stafford House London
Inspection date	3–4 November 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 S4 have been addressed. The required evidence was subsequently submitted.

### Summary statement

The British Council inspected and accredited Stafford House London in November 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 and professional English for adults and young people (16+), for closed groups of adults (18+) and under 18s.

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

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

## Introduction

Stafford House London (SHL) was first inspected in 2011 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, SHL offers general English and examination preparation courses (16+) and closed groups to young learners and adults in its building in central London. Accommodation is offered in a nearby residence and in homestays provided by agencies registered with the British council. In the summer the school also uses classrooms in the adjacent CATS Colleges school and places under 18s in a residence specifically for this age group.

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 last of four to be conducted in consecutive weeks in all of the SHI schools in the UK. Prior to remotely inspecting the four schools, 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 Director of Studies (DoS), the Assistant Director of Studies (ADoS), the student services officer, and a teacher with special responsibilities for the social programme. Two focus groups were conducted with teachers and one with students. The inspectors watched a recorded virtual tour of the premises and the school residence and asked staff and students specific questions about the premises and resources. In addition, a live remote tour of the residence was undertaken. One inspector sampled documentation of the CATS College residence and also telephoned the main homestay accommodation provider used to check on the procedures and communication between them and the school. All teachers timetabled to teach during the days of the inspection were observed remotely.

## Address of main site/head office

2 Southampton Place, London SWA 2DA

## Description of sites observed

SHL occupies a building in the Bloomsbury area of central London. It is located in a refurbished five-storey Georgian building a few minutes' walk from Holborn Underground station. On the lower ground floor there is a classroom, a library and self-study room, a staffroom, and a student lounge; on the ground floor there is a reception area, academic office, and a café and canteen; on the first, second and third floors there are seven classrooms and the principal's office. The café and canteen form part of the adjacent CATS College (also owned by CGS) and are accessed internally. Some of the CATS College classrooms are also used by SHL in the summer.

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 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 checked="" type="checkbox"/>	<input checked="" 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 SHL offers general and professional English and examination preparation courses (16+) and closed group courses. In the afternoon, students on intensive courses study modules. Students can study for professional certificates (marketing, project management and business management) and the school also offers award-bearing teacher training courses that do not form part of this accreditation.

## **Management profile**

The principal, who reports to the general manager of SHI, is assisted by a DoS, an ADoS and a student services officer.

## **Accommodation profile**

Homestay and residential accommodation is available all year round. The school's main residence, Piccadilly Court, is self catering and is only for students aged 18 and over. Piccadilly Court is managed by the school and is a 20-minute journey away by underground. It has 59 single, ensuite rooms. Accommodation is grouped in clusters of four to six rooms sharing a communal kitchen. At the time of inspection there were 31 students in the residence. In addition, one student aged 17 was staying in a residence managed by the school's sister school, CATS College London.

The school uses two accommodation agencies to provide homestay, both of which are registered with the British Council. The school offers standard and superior rooms (with private bathroom). Adults have a choice of half board or bed and breakfast or self catering. Students aged 16 and 17 have half board with full board at weekends. Homestays are in zones 2–4 in Central, North and East London, with an extra charge payable for accommodation in zone two.

## **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, values and publicity. Feedback from both staff and students is collated and acted upon. *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 a good professional environment for staff. *Premises and facilities* is an area 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 very 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. The school offers comfortable, friendly well-equipped accommodation, all conveniently located, and accommodation is well managed. The leisure programme is well resourced, designed to meet the needs and interests of a range of students and is based on student requests. *Care of students, 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. The school has a clear and comprehensive safeguarding policy, and staff are well trained to implement it. The school must ensure that reference checks specifically ask questions regarding the candidate's suitability to work with under 18s.

### **Declaration of legal and regulatory compliance**

The items sampled were satisfactory.

## **Evidence**

### **Management**

<b>Strategic and quality management</b>	<b>Area of strength</b>
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.	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.	Strength

#### Comments

M1 The SHI mission statement is clear and made known to staff in the London school through posters and through its inclusion in recruitment and induction. Staff agreed that it reflected the school's core goals and activities.

M2 There are group-wide organisational plans in a number of areas with regular meetings to monitor progress towards their achievement. Evidence was seen of progress made at the school level to launch new professional certificate courses, implement the new curriculum and refurbish common areas of the school.

M4 Communication works well both informally and formally at the group and school level. There are meetings held between staff involved in group initiatives in areas such as quality, academic development and safeguarding. In the school, there are weekly, minuted meetings, and the online staff portal is also used for communication. Managers meet regularly with their counterparts in other schools, and make known positive comments from students about staff.

M6 Group-wide staff surveys are conducted regularly and their findings disseminated to staff. In addition to using channels such as meetings and appraisals, SHL had conducted their own teachers' survey and had responded to issues raised wherever possible.

M7 The SHI group is currently monitoring and reviewing general systems and processes through committees responsible for the oversight of quality, academics 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 SHL.

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 The school staff have easy access to a wide range of HR policies devised by the People and Engagement department of the CGS group. The group has recently launched a staff wellbeing initiative, which includes access to relevant resources. Staff stated that they felt valued and supported by the school and their colleagues.

M10 Recruitment procedures for all posts are thorough and make good use of general policies and procedures with background checks being made by HR professionals, and local managers being involved in interviewing candidates.

M11 All staff receive comprehensive inductions, recorded on detailed checklists. All staff receive standardised training, and newly appointed managers receive customised training plans.

M13 All staff receive ongoing professional development and training. Staff regularly access courses delivered by an online health and safety and HR compliance provider. Teachers attend fortnightly in-house development sessions and have been supported to upgrade their qualifications and attend external events and conferences. Managers and administrative staff have been sponsored to complete industry-specific courses.

<b>Student administration</b>	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 these comments are in line with the very positive responses given in formal questionnaires.

M15 Students receive detailed pre-booking guidance through their agents, admissions staff or directly with the school. The websites and brochures give clear information on courses. Also, the useful information in the student portal is accessible to guests with no login. Student feedback on sales and admissions staff is very positive.

M19 Clear information is given to students about attendance and punctuality during inductions and via the student portal. These policies are speedily and effectively monitored and managed.

M21 The complaints procedure is clear and readily available on posters in reception and the student lounge, as well as on the student portal and website. The school responds quickly to student comments and staff record actions taken on its online platform.

<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**

Publicity includes a website, and a digital brochure for SHI courses. There are also annual price lists and accommodation factsheets available.

M27 Publicity materials overstate the amount of time students would typically spend talking with their homestay hosts referring to them practising their English 'throughout the evenings' and 'throughout the weekend'. The *London homestay factsheet* does not mention the fact that this type of accommodation is provided by external agencies.

#### **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.	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.	Strength
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 Premises and facilities are in a good state of repair and very regularly cleaned. Rooms have recently been repainted and all staff have access to a simple system for requesting maintenance work to be conducted by the operations team.

P4 Free drinking water is available in reception and in the canteen. The school canteen and café area offer a good range of reasonably priced meals that are popular with students. There are also many eating places in the vicinity of the school.

P5 Signage is very clear and noticeboards are visually attractive and well maintained in classrooms and communal areas such as reception and the student lounge. There is a photo gallery of staff in reception. Exits and fire evacuation routes are clearly indicated.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	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.	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

### Comments

P7 All students receive digital coursebooks and additional resources on the student portal. Some teachers and students were unhappy with their coursebooks in terms of difficulties in using them in classes and, in some cases, their content.

P8 In addition to coursebook related resources, teachers can use a wide range of supplementary materials for all class types. These resources are well organised and easily accessible to teachers.

P9 There are interactive whiteboards (IWBs) in all classrooms, and in addition whiteboards in some of them. IWBs are well maintained by on-site IT staff. All teachers received training in how to use the IWBs in induction and additional training if required.

P12 There is a clear organisational policy for reviewing teaching and learning resources involving the academic development board and the DoS group. At SHL the DoS routinely asks teachers if they need any resources and she is responsive to their requests whenever possible.

## Teaching and learning

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

**Comments**

T1 One of the teachers does not have a Level 6 qualification. As the teacher has engaged with post-compulsory education on a number of occasions and has attended many professional development sessions, the rationale submitted is accepted within the context of this inspection.

T4 In addition to being TEFLQ, both academic managers have relevant experience as teacher trainers. Also, the DoS has an ELT management qualification and the ADoS is an examiner for a leading board.

<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.	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**

T7 There are very good cover arrangements in place, including teachers on site with non-full timetables, a bank of cover teachers and the two academic managers. Schemes of work make it easier for cover teachers to substitute for absent colleagues.

T8 All aspects of continuous enrolment are well managed by the academic team. Courses are divided into weekly programmes and on Mondays teachers negotiate syllabuses with newly formed classes. Teachers receive weekly guidance about students with particular needs and more general advice about continuous enrolment in the teachers' handbook.

T9 Weekly plans are reviewed by the DoS and teachers have participated in peer observations. In focus groups, teachers stated that they were well supported by their academic managers and colleagues.

T10 Formal observations take place regularly and are followed up by detailed notes that include action points. Teachers stated that the feedback they received was detailed, helpful and constructive.

<b>Course design and implementation</b>	<b>Area of strength</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.	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 objectives linked to the multi-level coursebook series being used. Very good guidance about other aspects of course design and weekly course planning is also available in the teachers' handbook.

T12 The recently introduced course syllabus and resources are being closely monitored by academic managers in the light of teacher and student feedback and an annual review is planned. Weekly programmes are negotiated with learners. Students give feedback on module topics prior to each four-week cycle.

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

<b>Learner management</b>	<b>Area of strength</b>
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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.	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.	Met

#### Comments

T18 Student progress is well 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 level tests to check their suitability to join another class.  
 T20 Students are asked about any examination requests during placement. Posters provide guidance and experienced and knowledgeable staff can offer exam advice if requested.

#### Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	General English, examination preparation, business English, project management certificate and module classes in the morning and afternoon.

#### Comments

In-person classes were observed remotely. One teacher was not teaching on the days of the inspection.

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.	Strength
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.	Strength
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 modelled language appropriately and some highlighted intonation patterns and used the phonemic script effectively.  
 T24 Detailed lesson plans included differentiation activities and the content of lessons was clearly based on course objectives and the needs of groups or specific learners.  
 T25 In most but not all classes, lessons had specific learning outcomes which were made known to learners.  
 T26 Teachers used a very good range of techniques, such as questioning, prompting and elicitation; pair and groupwork were well managed.  
 T27 Teachers gave clear instructions and used the IWBs effectively in nearly all of the lessons observed.  
 T28 Feedback was an integral part of lessons and a range of error correction techniques was used skilfully.  
 T29 Prior learning was checked in many classes, and reflection tasks featured in almost all lesson plans.

T30 Teachers effectively ensured that students were fully engaged in lessons, and good personalisation and pacing helped to create positive learning environments in all lessons.

### **Classroom observation summary**

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

### **Welfare and student services**

<b>Care of students</b>	<b>Area of strength</b>
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 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**

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. Safety advice forms part of student induction.

W3 Students are made well aware of pastoral care through the student portal and very clear 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 and induction, and they all sign a code of conduct ensuring that they are well aware of the school's expectations.

W7 Students receive comprehensive up-to-date information about life in the UK in general and London in particular, through the website, the student portal and during induction. The student services team are available to advise students.

W8 There is very good provision of first aid trained staff. The school has a good awareness of local healthcare options, and is able to advise students accordingly.

<b>Accommodation (W9–W22 as applicable)</b>	<b>Area of strength</b>
<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.	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.	Strength

W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
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### Comments

W11 The main homestay provider has an experienced professional team in place to visit accommodation. Homestays are visited twice per year, systems of record keeping are efficient, and information is easily accessed by running regular reports. The student services team regularly visits the student residence.

W12 The confirmation of homestay bookings gives very full information, including a pen portrait of the hosts, as well as photographs of the accommodation. There is additional information about the local area for both homestay and residence students.

W13 Students are asked for feedback about their accommodation on the first day of their course. They also give written feedback during the first week of the course. All issues raised and actions taken to resolve them are recorded on the student database. The main homestay provider has 24/7 support available to respond to any issues or problems, as does the school team for students staying in the residence.

W14 The conditions are confirmed with every new booking. Special requirements are made known and discussed with the homestay hosts, who also receive the students' school itineraries. There is good communication between the student services team and the residence manager.

Accommodation: homestay only	
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.

Accommodation: other	
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.

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

### Comments

W23 Students have access to information about a wide range of local and national attractions and events through the social media channels and information posted in the school. There is a team of staff available to advise students and help with arrangements.

W24 The school provides a varied leisure programme which is responsive to students' requests. The programme is planned by an experienced member of staff who has a clear understanding of 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. The programme has a manager, co-ordinator and an activity

leader. Excursions are very well prepared, ensuring that staff leading activities are well briefed and have a comprehensive set of resources.

## Safeguarding under 18s

Safeguarding under 18s	
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

Students aged 16 and 17 are accepted on adult courses. At the time of inspection there were four students aged 16 and 17, which is typical for the time of year. Numbers rise significantly in the summer season, with 90 under 18s in the peak week. In addition, the school offers closed-group courses for students aged 14–18 on demand. However, no such courses have run since 2019.

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 and the designated safeguarding person (DSP) are clearly identified by name on noticeboards, and staff are fully aware which individuals fill these roles.

S2 The DSL and DDSL have up-to-date specialist level training from both the local authority and language provider perspectives. Three other team members are trained to specialist level. All staff have basic level training which is refreshed at least annually by the DSL or DSP.

S4 Some staff files sampled did not have two references confirming the candidate's suitability to work with under 18s.

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 DSP 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	October 2011
Last full inspection	October 2016
Subsequent spot check (if applicable)	October 2017 (additional premises) July 2018 (additional course offering)
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	Award-bearing teacher training courses.
Other related accredited schools/centres/affiliates	Stafford House Brighton, Cambridge, Canterbury, and Stafford House Study Holidays,
Other related non-accredited schools/centres/affiliates	CATS Colleges, Stafford House Calgary and Toronto

#### 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	43–45 Bloomsbury Square – CATS college classrooms are used in summer and occasionally at other times of year; the canteen and café are used year round.

Student profile	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	85	313
Full-time ELT (15+ hours per week) aged 16–17 years	4	89
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	2	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	<b>91</b>	<b>402</b>
Junior programmes: advertised minimum age	14	14
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	20–32	20–40
Adult programmes: typical length of stay	10–16 weeks	4–10 weeks
Adult programmes: predominant nationalities	Swiss, German, Japanese, Saudi Arabian, Turkish	Italian, Brazilian, French, Chinese, Swiss, Saudi Arabian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	11	26
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	9	
Number of academic managers for eligible ELT courses	2	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	0	

#### Academic manager qualifications profile

Profile at inspection	Number of academic managers
Professional qualifications	
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	
Neither of the academic managers was teaching in the week of the inspection.	

#### Teacher qualifications profile

Profile in week of inspection	Number of teachers
Professional qualifications	
TEFLQ qualification	5
TEFLI qualification	6
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	11
Comments	
The TEFLQ figure above includes the teacher training academic manager.	

#### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)	Adults	Under 18s
Types of accommodation		
Arranged by provider/agency		
Homestay	6	2
Private home	0	0
Home tuition	N/a	N/a
Residential	31	1
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	1
Staying in privately rented rooms/flats	50	0
Overall totals adults/under 18s	87	4
Overall total adults + under 18s	91	