

Organisation name	Stamford Academy
Inspection date	28–29 March 2018

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

<b>Recommendation</b>
We recommend continued accreditation with a supplementary inspection to be scheduled for when a closed group of students aged under 18 is at the school, in August 2018. During this spot check the school will have the opportunity to demonstrate that weaknesses in strategic and quality management, W11, S2 and S4 have been addressed.

<b>Summary statement</b>
<p>The British Council inspected and accredited Stamford Academy in March 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in general and professional English for adults (16+), for closed groups of under 18s and vacation courses for adults (16+) and under 18s.</p> <p>The inspection report noted a need for improvement in the area of strategic and quality management.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Stamford Academy is a small family-owned and run school. It offers tuition in a number of foreign languages in addition to English. English courses (for students in small groups or one-to-one) are run throughout the academic year (September–June), mostly catering for students who live and work locally, many as au pairs. In addition, some students come from a local football academy and recently, in an arrangement with two local secondary schools, the school has run a course in general English for Chinese school pupils. Most of the students study part-time and attend the school on a tuition-only basis.

In the previous 12 months, three short courses for closed groups of teenage students from Italy and Spain were held. The courses included tuition, and a full leisure and activity programme. Accommodation was arranged in local homestays.

The inspection took place just before Easter when there was only one intermediate class of four students running. One of the students was absent on the days of the inspection. The inspection was conducted by two inspectors over one full day, one morning and part of an afternoon. Meetings were held with the managing director (MD) and the director/director of studies (DoS). The two teachers timetabled during the week of the inspection were observed by both inspectors and meetings were held with the teachers and with three students. One inspector visited two homestays.

## Address of main site/head office

Stamford Academy, 46a High Street, Stamford PE9 2BD

## Description of sites visited

The school occupies the first floor of a modern two-storey building in a pedestrianised retail area in the centre of Stamford. A flight of stairs from street level leads to a corridor, off which there are four classrooms, an office, a kitchen, and male and female toilets. One of the classrooms contains the teachers' and students' library.

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

General English courses for adult students (16+) are held throughout the academic year at two levels. These courses include preparation for IELTS and for externally validated examinations. A vacation course for adults is offered but was not run in 2017. Three short full-time courses were held for closed groups of 21–24 students aged under 18 in the 12 months preceding the inspection. A part-time course for a closed group of Chinese students aged under 18 from two local secondary schools was run in spring 2018. A number of one-to-one courses have been run over the previous 12 months: some for students whose level makes it inappropriate for them to join an existing group; some for students who require an individualised programme: for example, for professional purposes.

## Accommodation profile

The school offers homestay accommodation with 17 hosts, all of whom live within walking distance of the school. Two of the hosts were visited during the inspection.

## Summary of inspection findings

### Management

The provision just meets the section standard. Overall, the management of the provision operates to the benefit of

the students. Systems for staff management and development and for student administration are satisfactorily handled. Publicity gives an accurate picture of the work of the school. However, there is a need for improvement in *Strategic and quality management*.

### **Premises and resources**

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work, although the provision for relaxation is only just adequate. 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.

### **Teaching and learning**

The provision meets the section standard. The academic staff team has a professional profile 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 benefit to students. The teaching observed met the requirements of the Scheme.

### **Welfare and student services**

The provision meets the section standard. The needs of the students for security, pastoral care, information and leisure activities are met. Students benefit from well-managed student services, including out-of-class activities and suitable accommodation. However, the school has not ensured that all homestay hosts conduct fire risk assessments and have up-to-date Gas Safe certificates.

### **Safeguarding under 18s**

The provision meets the section standard. Overall there is adequate provision for the safeguarding of students under the age of 18 within the organisation, on leisure activities and in the accommodation provided. However, the school's safeguarding lead does not have the necessary level of training; some safer recruitment good practices are lacking, namely the taking up of references for all staff and homestay hosts and security checks on all adults living in homestays.

## **Evidence**

### **Management**

<b>Strategic and quality management</b>	<b>Need for improvement</b>
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Not met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Not 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.	Not met

### **Comments**

M1 The school ethos is stated on the website and included in the staff handbook.

M2 Objectives and plans are not made explicit and in writing, although the managers have agreed some objectives for the future of the organisation.

M4 Good use is made of electronic channels of communications. Teachers and students feel that they are well informed.

M5 Students and group leaders complete an end-of-course questionnaire and long-stay students complete mid-course feedback questionnaires. However, initial feedback is not gathered in a systematic or consistent manner. The questionnaires are circulated to staff and action is taken as required; however, feedback is not collated or formally reviewed and no record is kept of any action taken.

M7 There is little evidence of ways in which feedback and review inform planning; a sketchy organisation plan was

produced at the time of the inspection; the action plan arising from the last inspection has not been kept up to date and the school did not submit a self-evaluation against inspection criteria prior to inspection.

<b>Staff management and development</b>	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
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.	Met

#### Comments

M8 Terms and conditions relating to the freelance status of the teachers are very clearly stated in contracts.  
M10 Most of the required procedures have been followed: ID checks, suitability checks, verification of qualifications. However, references were not asked for and obtained before the deployment of teachers, including those recruited in 2017 to teach students aged under 18. References have been asked for and obtained retrospectively, but at the time of the inspection not all teachers had two references on file.  
M11 Staff reported that they had received an effective induction. There is an induction checklist; however, the completed list is not kept on file.  
M13 This criterion is just met. Careful thought has been given to how continuing professional development (CPD) can be ensured within a context in which teachers are part-time and deployed on a freelance basis. The school makes use of an online platform to exchange ideas and share resources asynchronously. In addition, individually structured programmes run by an external examination board and publisher have recently been made available to teachers. However, there is no evidence that the managing director has undergone any recent CPD.

<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of 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.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Not met

#### Comments

M18 Emergency contact details are obtained for all students. However, those for closed groups of students aged under 18 are not usually available before arrival.  
M19 There is a written policy on attendance for all students. However, details about the expectations and consequences of poor attendance are insufficient.  
M21 There is a written procedure for complaints, although it does not include an appeal to an outside ombudsperson. The policy is available in handbooks and on noticeboards. It is also included on the website, although it is not easy to access. It was reported that no formal complaints have been received and students' problems and requests are responded to appropriately. However, no record is kept of these exchanges and of any subsequent action taken.

<b>Publicity</b>	<b>Met</b>
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

### **Comments**

The website is the main means of publicity, although social media is also used.

M29 The incorrect Accreditation Scheme marque, without 'in the UK', was being used on the website at the time of the inspection. This was immediately amended and is no longer a point to be addressed.

### **Premises and resources**

<b>Premises and facilities</b>	<b>Met</b>
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

### **Comments**

P2 The classrooms seat the school's maximum class size comfortably.

P3 During most periods of the year student numbers are low, students study part-time and are not present over the lunch break; there is no leisure programme offered. When there are closed groups, the students eat their packed lunches outside or in the classrooms.

P4 There is a water cooler. There is a good variety of food and drink outlets in the immediate vicinity. Students in closed groups are provided with a choice of sandwiches and salads from the delicatessen opposite the school.

P6 This criterion is just met. There is no separate staffroom. Teachers can use the office in which to store their personal possessions, and their classrooms in which to carry out their preparation and marking and hold meetings. They have use of the kitchen.

<b>Learning resources</b>	<b>Met</b>
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	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.	Met
<b>Comments</b>	
P9 All classrooms have either an interactive whiteboard (IWB) or on overhead projector with access to the internet. The Wi-Fi provision is freely available to students and staff. Teachers reported that they had received training in the use of the technology and support is available if needed.	
P10 In one of the classrooms there are two computers for use by students and a small library of simplified readers and fiction. Students may sign out these books and can also borrow coursebooks and reference books.	

## Teaching and learning

<b>Academic staff profile</b>	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.	Met
<b>Comments</b>	
T2 One of the two teachers has an MA in Applied Linguistics and English Language Teaching and a PGCE in Modern Languages. The MA did not contain teaching practice and the teacher was teaching adults. A rationale was, therefore, required, and accepted within the context of this inspection.	

<b>Academic management</b>	Met
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.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met
<b>Comments</b>	
T9 The DoS is available for day-to-day guidance at the school and good use is made of an online platform for giving information and support. As the number of teachers deployed in the school at any one time is small they receive a great deal of individual attention from the DoS.	
T10 Teachers are observed twice a year. They reported that the feedback received is helpful.	

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

course.	
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

T13 Written course outlines and intended learning outcomes are available, but more could be done to make them more accessible and helpful to students.

T14 The programme designed for the closed groups integrates class work and out-of-class activities very effectively. Trips are planned for and followed up in class. The course includes a project which requires students to explore aspects of the town and present their findings.

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

#### Comments

T17 Throughout the academic year two levels of general English are offered. Students who do not fit easily into these levels are usually taught one-to-one.

T18 Long-term students are regularly tested and records of the scores kept by teachers. At the start of their course, students give information about their learning goals on an individual learning plan (ILP) template. However, these are not systematically reviewed; there is no formally organised tutorial system.

#### Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	Both halves of the morning programme for one class.

#### Comments

Most general English classes for adults are held in the mornings on a part-time basis. At the time of the inspection visit only one class was being held. The class was taught by one teacher for the first part of the morning and by another for the second half. Both inspectors observed both teachers.

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning	Met

atmosphere.

### Comments

T23 Teachers provided accurate models of spoken and written English. Exploration and clarification of some lexical items were not always efficiently handled. Opportunities were missed to illustrate aspects of language: for example, by noting sounds (using phonemes), word stress and grammatical parts of speech.

T24 Students' profiles were made available. The topics of the lessons were appropriate to the cultural backgrounds and stage of learning, as identified in the profiles.

T25 The stated intended learning outcomes were very general with no clear link between activities and learning objectives. In some segments observed, the balance of activities was not well achieved, with too much time devoted to a discussion of non-useful vocabulary.

T26 Some appropriate techniques were employed: nomination, eliciting, prompting. However, checking of understanding was not always done efficiently or effectively. Students were not given opportunities to take long turns, except when reading aloud from a text.

T27 Good use was made of the classroom space and resources. The IWB was used competently; handouts were generally attractive and clear.

T28 Teachers monitored well and provided positive feedback and encouragement. There was some in-the-flow correction of pronunciation. However, correction was not always efficiently handled.

T29 A variety of activities was planned and carried out to check the students' learning.

T30 In some segments, instructions were not efficiently given. However, overall, students were engaged and there was a pleasant and purposeful atmosphere.

### Classroom observation summary

The teaching [observed met the requirements](#) of the Scheme. In all segments observed, the teaching was satisfactory overall. Knowledge of the linguistic systems of English was satisfactory, although more focus on clarifying meaning and integrating phonology would benefit students. Lesson planning and execution varied in effectiveness, with links between activities and intended outcomes not always clear. Topics were appropriate and classroom resources were mostly used effectively. Some appropriate classroom techniques were in evidence, although checking of instructions and of students' understanding was an area of relative weakness. In all segments observed the students were engaged, which resulted in a positive learning atmosphere.

### Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
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.	Not met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

### Comments

W1 There are regular risk assessments of the school premises. Two members of staff have first-aid training.

W3 Pastoral care is provided by the MD, the DoS, the teachers and, in the case of groups, also by group leaders. However, the names of staff who are available to deal with personal problems are not specified on noticeboards or in student welcome booklets.

W4 The procedures for dealing with abusive behaviour are not made known sufficiently clearly to students. The student code of conduct in welcome booklets and on noticeboards is in need of urgent attention.

W7 Advice is provided through first-day inductions and relevant sections in student welcome booklets.



<b>Accommodation</b> (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
<b>Comments</b>	
<p>W9 The two homestays visited both provide a good standard of accommodation that includes all the necessary services, including tables for private study in bedrooms.</p> <p>W11 A responsible representative of the school visits all homestay accommodation before it is used. However, evidence is not kept on record to confirm that all homestays have conducted fire risk assessments and have up-to-date Gas Safe certificates.</p> <p>W14 Homestays receive a useful <i>Requirements and Guidelines</i> booklet.</p>	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met
<b>Comments</b>	
None.	
<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
<b>Comments</b>	
None.	
<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.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
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
<b>Comments</b>	
W23 Information is provided through notices on display boards and leaflets about local facilities and places of	

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interest.

W24 The school does not provide a social programme for its year-round adult students, most of whom are working in the local community. Closed group students receive programmes that are tailored to the requests of group leaders and agents.

W25 Leisure activities for groups are well organised. Students are prepared for excursions in classes. The school's senior managers plan and staff all excursions.

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### Safeguarding under 18s

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

There were no under 18s in the school at the time of the inspection. The school accepts under 18s from local schools and closed groups of under 18s from outside the UK throughout the academic year. In 2017 three closed groups attended courses in Stamford; one group had studied at the school in 2018 and other groups will study at the school later in the year.

S1 The school has a safeguarding policy and other documents that seek to ensure the safety and well-being of all under 18s. The managing director is named as the school's safeguarding lead.

S2 All staff in contact with under 18s receive appropriate basic training. However, the school's designated safeguarding lead does not have the specialist level of training required.

S3 Appropriate parental consent forms are gathered from parents and guardians.

S4 References have not been collected for all recently appointed staff and homestay hosts. Not all adults living in homestay accommodation have undergone security checks.

S5 Good provision is made for the safety of students on scheduled activities. Students receive maps and there are clearly designated meeting points on excursions.

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### 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.
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**Comments**

D1 The items sampled were satisfactory.

**Organisation profile**

Inspection history	Dates/details
First inspection	2010
Last full inspection	2014
Subsequent spot check (if applicable)	July 2015
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	Part-time courses in modern languages
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

**Private sector**

Date of foundation	2005
Ownership	Name of company: Stamford Academy Company number: 5580924
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	N/a

**Student profile**

	At inspection	In peak week: July
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	0	5
Full-time ELT (15+ hours per week) aged under 16	0	19
Part-time ELT aged 18 years and over	4	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>4</b>	<b>24</b>
Junior programmes: advertised minimum age	14	14
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	N/a	Spanish, Italian
Adult programmes: advertised minimum age	16	N/a
Adult programmes: typical age range	18–35	N/a
Adult programmes: typical length of stay	23 weeks	N/a
Adult programmes: predominant nationalities	French, German, Chinese	N/a

**Staff profile**

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	2	4
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	2	

Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	0	

### Academic manager qualifications profile

Profile at inspection		
Professional qualifications		Number of academic managers
TEFLQ qualification		1
Academic managers without TEFLQ qualification or three years relevant experience		0
Total		1

The DoS is not scheduled to teach.

### Teacher qualifications profile

Profile in week of inspection		
Professional qualifications		Number of teachers
TEFLQ qualification		1
TEFLI qualification		0
Holding specialist qualifications only (specify)		0
Qualified teacher status only (QTS)		0
Teachers without appropriate ELT/TESOL qualification		1
Total		2
Comments		

None.

### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with family – as au pairs	3	0
Staying in privately rented rooms/flats	1	0
Overall totals adults/under 18s	4	0
Overall total adults + under 18s	4	