

Organisation name	STAR Exeter
Inspection date	9–11 July 2019

<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

**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 STAR Exeter in July 2019. 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 and other academic subjects for adults (18+) and young people (16+) and vacation courses for under 18s.

Strengths were noted in the area of care of students.

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

## Introduction

STAR Exeter (Formerly Skola Exeter, then English in Exeter) has seen several changes since the last full inspection in 2015. Since then the school has moved premises to the current building and in April 2019 the school manager took over sole ownership and is now the director. A new director of studies (DoS), originally employed as a teacher in January 2019, was appointed in June 2019. A new school manager/accommodation officer has been in post since March 2019.

Star Exeter is a year-round adult school but in July, a junior summer school runs on premises at Exeter University. The year-round DoS manages the summer programme and a long-serving teacher is temporarily employed as assistant DoS (ADoS) at the adult school.

The inspection took place over two and a half days with two inspectors. Meetings were held with the director, the DoS, the ADoS, the school manager/accommodation officer, the social media manager, the activity leaders and the events manager at Exeter University. Focus group meetings were held with the adult school teachers and the summer school teachers, a group of students at each site and the group leaders. All teachers timetabled to teach at the time of the inspection were observed. One inspector visited two residences and three homestay providers.

## Address of main site/head office

89A Queen Street, Exeter, Devon EX4 3RP

## Description of sites visited

The adult year-round school occupies the top three floors of a building on a main street in the centre of Exeter. The entrance is to the side of a café that uses the ground floor and basement. Steps from the street lead to the first floor, which houses the reception area leading through to a student common room. On this floor, there is also a prayer room and storage area. The school director, the school manager/accommodation officer and the school finance officer work in the reception area. A total of six classrooms are spread over the three floors, together with an office, a kitchen area, which staff and students can use, a teachers' room, where the academic manager works, and separate male and female toilets.

The junior centre is located on the campus of Exeter University (Amory Building, 17 N Park Road, Exeter EX4 4RJ). The school occupies eight classrooms and a staffroom over three floors of the building. Separate male and female toilets and a kitchen area are located near the classrooms on each of the floors. A common area with seating and a café, shared with other university staff and students, is in the ground floor reception area. The student residence, canteen and common room are in another part of the campus, a fifteen-minute walk away from the classrooms.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

Adult (16+) general English courses run year round. The international foundation programme (16+) runs from September – May with general English only in the first term and academic English with other foundation subjects in the second term. The junior summer general English course (10–17) runs for one month in July.

## Management profile

Management oversight is provided by the owner/director. She is supported during the summer period by an academic management team of a DoS at the junior centre, and a temporary ADoS at the adult centre. Outside the summer period, the DoS is based at the adult centre. The administration management team of two comprises a school manager/accommodation officer and an accounts officer.

## Accommodation profile

Star Exeter offers homestays year round, and residential self-catering accommodation for three months over the summer. The residential self-catering option is available to adults only. The majority of students on the junior vacation course in July stay in a different residence on the university campus, where all meals are provided. However, during the inspection, a group of 33 15 year-old Spanish students were staying in homestay accommodation, as was one of their group leaders.

The self-catering residence is within a ten-minute walk of the school. Students stay in single ensuite study bedrooms in clusters of six to eight, sharing a kitchen/living room. There is a laundry, a common room and a fitness room on site. At the time of the inspection, ten students were staying here, as well as the four activity leaders working on the junior vacation courses.

The junior residence is a ten-minute walk from the main teaching block. Students have single ensuite study bedrooms, and no self-catering facilities. A card-operated laundry is situated in a different residential block, a few minutes from the students' rooms. The school covers these laundry charges.

Homestay accommodation is located within 30 minutes of the school, either by bus or on foot.

## Summary of inspection findings

### Management

The provision meets the section standard. The school is well managed overall but strategic management needs documenting. Staff management is appropriate but there are gaps in some aspects of the staff recruitment process. Student administration and customer care are good overall. However, some procedures are not routinely followed. Publicity gives clear and accurate information about the services offered.

### Premises and resources

The provision meets the section standard. The adult school premises have limitations in terms of space but are adequate for the context, and provide a professional working environment for students and staff. Learning resources in the adult school are adequate for teachers and sufficient for the needs of students. Further attention needs to be given to the design of the junior course materials.

### Teaching and learning

The provision meets the section standard. Teachers are appropriately TEFL qualified but a high proportion do not have a Level 6 qualification. The academic management profile is good. Academic management is effective. Courses are designed to meet the needs and interests of the students and learner management works well. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students' needs for safety and security are met and their personal welfare is taken seriously with a great deal of individual attention. Accommodation is generally appropriate and well managed and leisure opportunities are suitable for the differing ages and needs of the students, *Care of students* is an area 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 organisation and on leisure activities, with good supervision at the junior school. Recruitment procedures are thorough, but not always followed.

### Declaration of legal and regulatory compliance

Sampling of documentation revealed an issue in relation to *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

## Evidence

### Management

Strategic and quality management	Met
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.	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.	Met
<b>Comments</b>	
<p>M2 Although the school has plans for the future, these are not yet explicit, in writing or set within a time frame.</p> <p>M4 There is very good communication among the staff and with hosts. Minuted meetings take place regularly and agenda items and feedback are shared with academic and administrative staff by the director, who attends both team meetings. Informal communication takes place daily among all staff.</p> <p>M6 Formal feedback is collected from new staff in their first week and teachers reported that the management is responsive to requests. Staff are also encouraged to contribute to weekly meetings.</p>	
<b>Staff management and development</b>	
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Strength
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Not 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
<b>Comments</b>	
<p>M8 Documentation and advice on human resources is provided by an external company. Staff handbooks give very clear information on policies and contracts have recently been updated.</p> <p>M10 Staff files are well organised and contain checklists for documentation. However, sampling of staff files revealed that two references had not been taken up for all recently employed teachers.</p>	
<b>Student administration</b>	
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
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.	Strength
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.	Not 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**

M15 Advice given to students before and during their course is very comprehensive. In the adult school, advice given in tutorials enables students to make informed choices regarding course choices and progression.

M16 The terms and conditions set out the enrolment, cancellation and refund policies very clearly. Refunds are dealt with on a case-by-case basis and there is evidence that this procedure is handled sensitively.

M18 Sampling of student records revealed that the emergency contact details of one student had not been recorded. This was rectified during the inspection and is no longer a point to be addressed.

M20 A disciplinary policy is available to students. However, there was recent evidence that this policy had not been followed.

**Publicity**

Met

M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.

Strength

M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.

Met

M24 Publicity gives clear, accurate and easy-to-find information on the courses.

Strength

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**

Publicity comprises a website, brochures and social media. The main medium of publicity is the website.

M22 Photographs and descriptions are entirely representative of the student experience. Video testimonials are up to date and permission has been given for their use. Social media activity is monitored by a member of staff with a particular responsibility.

M24 Information on courses is easily accessible and presented in very simple and clear table format.

M29 An out-of-date Accreditation Scheme marque is currently being used on the printed brochure.

**Premises and resources****Premises and facilities**

Met

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

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.

Not 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**

P5 In both centres, directional signage is clear and uniform. Noticeboards in common areas display general school information. However, in the junior centre, there are no fire evacuation notices in the classrooms.

**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.

Met

P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	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

#### Comments

P7 Adult students staying longer than four weeks are required to buy a coursebook. This arrangement has led to a high dependence on photocopies for shorter-stay students. This policy was revised during the inspection and is no longer a point to be addressed. In the junior school, courses are entirely dependent on an unco-ordinated range of photocopied or printed handouts, with, in most cases, no acknowledgement of the source.

P12 The systems for review and development of resources are informal and ad-hoc. However, teachers reported that academic management staff are responsive to requests, and there is evidence that courses have recently been reviewed and developed.

### 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.	Not met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

#### Comments

T1 Rationales were presented for three of the 12 teachers who did not have a Level 6 qualification. In the context of this inspection, the proportion of such teachers was considered too high.

<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.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

#### Comments

T7 Arrangements for teaching cover are very good. Academic managers are available on both sites to cover absent teachers. In the event that further cover is required, the school can contact local cover teachers who are known to them and appropriately qualified. Lesson records help to ensure continuity in the lessons.

<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.	Met
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.	Not 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

T15 Basic advice on study skills is given to the adult students on year-round courses during tutorials. These students are also given access to the school's online learning platform which is available for three months after their course. However, study and learning strategies are not built into the junior course, and there is no formal guidance from teachers on basic skills such as recording vocabulary.

<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.	Strength

#### Comments

T22 Very useful advice and support regarding university applications is available. Students are encouraged to attend open days and conferences. Students on the international foundation programme receive specialist advice about their applications.

#### Classroom observation record

Number of teachers seen	12
Number of observations	12
Parts of programme(s) observed	General English (adult programme), general English (junior programme) and IELTS preparation.

#### Comments

None.

<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.	Not met
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.	Not met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met

T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met
--	-----

### Comments

T23 Teachers' knowledge of the language was sound, demonstrated by accurate written and oral models and appropriate use of terminology. Some elicitation of grammatical rules and indication of word class and word stress was observed in the stronger segments.

T24 Student profiles gave useful information about learning styles, cultural backgrounds and learning needs, and lesson content was relevant to the types of course and levels. However, in all but a few of the classes, lesson plans took no account of learners' needs and suggested no strategies to meet them.

T25 Lesson aims were generally clear but tended to be shared as a series of activities rather than outcomes. Logical sequencing of stages and links to previous learning were evident in most lessons.

T26 A range of basic techniques was observed, including elicitation, nomination, drilling, prompting and time checks.

T27 Teachers made the best use of the seating arrangements available to them. Some teachers were observed using technology skilfully to enhance lesson content. Whiteboards were generally zoned and a few teachers used colour effectively. There was an overuse of photocopied material and no guidance was given to students on how to organise and store their handouts.

T28 Feedback stages were built into lessons and some teachers incorporated peer and self correction into feedback. However, most feedback tended to be teacher centred, there was little evidence of a systematic approach and opportunities for error correction were often missed.

T29 Learning was evaluated effectively overall, with activities such as retelling a story, reading comprehension questions, recapping and recycling of language.

T30 Student engagement was good overall and the learning atmosphere was generally positive. Teachers set collaborative tasks, materials were engaging and challenging, and aims were clear. However, some teachers tended to lack strategies for dealing with the use of the students' own language in class.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to unsatisfactory, with the majority being satisfactory. Teachers provided accurate models and some gave helpful information about language. Lesson aims were shared, though rarely as outcomes, and lesson activities were logically staged. A range of appropriate teaching techniques was observed, and technology was used confidently and appropriately. There was an over-reliance on photocopied material in lessons. Feedback was generally teacher led, with little focus on error correction, but overall, learning was checked. Although use of the students' own language was common, a positive learning atmosphere was fostered throughout.

### Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	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.	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

W3 Pastoral provision is very good. Students' welfare is discussed at weekly staff meetings and tutorials. Students are known by name, and hosts, activity leaders, group leaders and students commented very positively on the level of support offered.

W4 Tolerance and respect are central to the school ethos. Staff are knowledgeable about their students and actively promote cultural understanding.  
W7 Relevant information is provided to students at various points, including at induction and in the attractively produced student handbook.  
W8 Students are provided with useful information before arrival. This is reinforced at the induction meeting and in the students' handbooks. Students are accompanied to the local drop-in centre or hospital.

<b>Accommodation</b> (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Not 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.	Strength
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

#### Comments

W9 Rooms in both residences and in two of the homestays visited provide comfortable accommodation. However, in one homestay, two 15-year old male students were in bunk beds, in a room with very little space.  
W11 Systems are good, with accommodation inspected on an annual basis and a bespoke database flagging up due dates for all relevant checks. However, procedures are not always followed and a sampling of files revealed incomplete records for some homestays.  
W12 Students receive useful information about the accommodation they have booked, including, in many cases, a series of relevant photographs. The approximate travel time is confirmed, as well as the cost of a bus pass.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### Comments

All criteria in this area are fully met.

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

#### Comments

None.

<b>Leisure opportunities</b>	Met
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.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met

W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
<b>Comments</b>	
W23 Social media platforms are used to give students up-to-date information about local events that might be of interest. Considerable personal assistance is provided with booking tickets or travel.	

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	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.	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

Approximately five per cent of year-round students are under 18. During the summer months this generally increases to around 15 per cent, although at the time of the inspection, 45 per cent of students at the main site were under 18. At the junior school, all students are under 18, and were aged between 13 and 17 at the time of the inspection.

S2 Safeguarding training and provision is taken seriously. All staff and homestay hosts are required to undertake training to a basic level, with key post-holders doing training at a specialist level. All adults sign agreement to a code of conduct.

S4 Recruitment policies and procedures are clear. However, they have not always been followed; two teachers at the junior school did not have two references (See M10) and two did not have relevant background checks. One homestay provider visited did not have a suitable DBS check.

S5 Supervision arrangements are good, especially at the junior vacation courses, where a register is taken at many points throughout the day. Absences are followed up quickly and efficiently at both sites.

### 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 Sampling identified the following issue: more attention needs to be given to the use of photocopied material in lessons; the school should seek further advice from the relevant regulatory body or obtain independent legal advice.

## Organisation profile

Inspection history	Dates/details
First inspection	1991 (as SKOLA Exeter)
Last full inspection	February 2015
Subsequent spot check (if applicable)	July 2016 (Junior centre), May 2017
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	International foundation course subjects: Study and communication skills, culture studies, mathematics, business, accounting and economics, computing, programming, physics.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

## Private sector

Date of foundation	STAR Exeter July 2018
Ownership	Name of company: STAR Exeter Company number: 10686151
Other accreditation/inspection	N/a

## Premises profile

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

## Student profile

	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	<b>At inspection</b>	<b>In peak week</b>
Full-time ELT (15+ hours per week) 18 years and over	33	33
Full-time ELT (15+ hours per week) aged 16–17 years	61	61
Full-time ELT (15+ hours per week) aged under 16	43	43
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	<b>137</b>	<b>137</b>
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Spanish, Omani, Italian	Spanish, Omani, Italian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	17–35	17–35
Adult programmes: typical length of stay	10 weeks	10 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Omani, Angolan	Saudi Arabian, Omani, Angolan

## Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	12	12

Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 19 hours a week	8	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	1	

### Academic manager qualifications profile

Profile at inspection		
Professional qualifications	Number of academic managers	
TEFLQ qualification	2	
Academic managers without TEFLQ qualification or three years relevant experience	0	
Total	2	
Comments		
The academic managers do not teach during peak periods.		

### Teacher qualifications profile

Profile in week of inspection		
Professional qualifications	Number of teachers	
TEFLQ qualification	3	
TEFLI qualification	9	
Holding specialist qualifications only (specify)	0	
Qualified teacher status only (QTS)	0	
Teachers without appropriate ELT/TESOL qualification	0	
Total	12	
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	14	43
Private home	0	0
Home tuition	0	0
Residential	9	59
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	10	2
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	33	104
Overall total adults + under 18s	137	