

Organisation name	Stonar School, Atworth, Bath
Inspection date	24–25 July 2019

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

Recommendation
We recommend accreditation with a spot check in the first 12 months when an international course is running. However, evidence must be submitted within three months to demonstrate that weaknesses in publicity, care of students and in W26, S2 and S6 have been addressed.

Summary statement
<p>The British Council inspected and accredited Stonar School 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 for details).</p> <p>This private boarding school offers residential courses in general English for under 18s (10+).</p> <p>The inspection report noted a need for improvement in the areas of publicity and care of students.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Stonar School is part of the NACE group of schools, with more than 50 sister schools in eight other countries, four of which, including Stonar School, run summer schools. This is the first year that the Stonar School international summer school (Stonar International – SI) has run, although a shorter and smaller holiday course was run in October 2018. An accredited sister school in London runs summer schools and shares publicity, marketing and admissions structures with SI. The course director (CD) at SI, who has been in this role since September 2018, is line managed by the Paris-based director of international sales and summer schools and the principal of Stonar School. The CD works full time at the school.

The school plans to include short, half-term courses for international students in the accredited provision.

The CD was due to leave one week before the end of the six-week course with his successor spending two weeks shadowing him before his departure. The director of studies (DoS) started her job just before the course began and spent her first two weeks teaching full-time because of an unexpected staff departure.

The inspection took place over two days with two inspectors. They talked to the CD, the DoS, the principal of Stonar School, the senior houseparent and the activities manager (AM). One inspector held an online interview with the director of international marketing and summer schools. Focus group meetings were held with students and with teachers. All teachers timetabled to teach during the inspection were observed. One inspector talked to one group leader, viewed morning and afternoon activities and visited three residential houses.

Address of main site/head office

Cottles Park, Atworth, Melksham SN12 8NT

Description of sites visited

Stonar School occupies 80 acres of parkland and gardens in a rural location eight miles from Bath. The school comprises a range of buildings centred around the original late-18th century house. The international summer school makes use of all of the sports facilities – the equestrian centre, swimming-pool, sports hall, tennis courts and various fields and pitches – as well as the modern sixth form block, where the course director's office, the activity leaders' room and the tuck shop are located. The summer school also uses three residential houses, six classrooms in the central teaching block, one of which is used as the teachers' room, the library, two computer rooms, an auditorium and the canteen. The residential houses have a maximum capacity of 125 students.

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 type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

All courses are general English courses of 20 hours a week, along with 15 hours a week of activities such as horse-riding, tennis, art and photography and multi-sports. Some students take extra classes to prepare them for a spoken English examination. No one-to-one classes are offered. The advertised age range is ten to 17.

Management profile

The summer school is managed by the CD with help from the school administrator and the director of international marketing and summer schools. The academic manager is responsible for the teachers, assisted by the CD.

Accommodation profile

The school offers residential accommodation with all students and staff living on site. Accommodation is provided in three separate blocks, with separate wings for boys and girls. Two blocks are within the central complex of the school and the third is a four-minute walk away. Each block has its own secure key-pad entry system and common room. Bedrooms are singles and twins, with the majority being twins. Bathrooms are communal. Younger students are placed in one of the residences.

Summary of inspection findings

Management

Overall the provision meets the section standard. Staff management and development procedures are reasonably effective and student administration is carried out efficiently. Descriptions in publicity do not always reflect reality. There is a need for improvement in *Publicity*.

Premises and resources

Overall, the provision meets the section standard. The premises provide students and staff with a mainly comfortable environment for work and relaxation, with high standard facilities for sports and other activities. Teaching resources are adequate.

Teaching and learning

The provision meets the section standard. The academic staff has a professional profile appropriate to the school's context but the academic manager does not have enough time to give teachers sufficient support. Courses are structured and managed to provide adequate benefit to the students. The teaching observed met the requirements of the Scheme.

Welfare and student services

Overall, the provision meets the section standard. The school provides its students with effective pastoral care. Although measures for security are in place, some procedures and practices are not sufficiently rigorous. Information students receive does not include travel information. The students benefit from excellent resources for a well-managed leisure programme. However, risk assessments lack some information. There is a need for improvement in *Care of students*.

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, the leisure activities, and accommodation. However, communication can be lacking on these matters and safer recruitment procedures are not always followed.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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.	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.	Not 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.	Met

Comments

M3 Insufficient academic staff resulted in the DoS teaching full-time for the first two weeks of the course.
M4 Communication is generally good although teachers stated that teachers' meetings are often held at inconvenient times.
M5 Initial student feedback is not collected.
M7 This criterion is met overall but the self-evaluation is not used to criticise processes and practices.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	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

Comments

M11 Although generous time provision is made for pre-course induction, teachers felt unprepared because of the late arrival of the DoS.

Student administration	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.	Met

Comments

M15 Most information and advice is provided by agents or head office.
M16 Efficient procedures are carried out by head office.

Publicity	Need for improvement
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.	Not 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.	Not 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.	Not met

M29 Claims to accreditation are in line with Scheme requirements.	N/a
Comments	
The school's publicity comprises a website, which is the main medium, a printed brochure, which can also be downloaded, and a presence on social media.	
M22 The brochure states that there will be 'additional conversational opportunities with native speakers' and a 'PSHE component ... to support personal development', neither of which claim is correct. The statement that 'learners will be placed according to their age' is also incorrect.	
M23 Publicity is written in language that is accessible but there are instances of inaccurate English in the brochure.	
M24 Publicity has the minimum age as ten, but there was a nine year-old student following the course.	
M27 The publicised option of homestay accommodation did not materialise.	
M28 Teaching staff are described as 'highly qualified', 'fully qualified' and 'experienced'. None of these descriptions were correct for most of the teachers.	

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.	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	
P1 Overall, the premises and external areas provide a very comfortable environment for students and staff, although parts of the older buildings are in need of redecoration.	

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.	Not 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.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	

P7 For the first two weeks, there were not enough coursebooks for one level. Where the ages in a class range from ten to 17, coursebook content is not always suitable for all ages.

P8 There are almost no supplementary resources for teachers, other than those linked to the coursebooks. In the first days of the course, there were insufficient stationery items for the project workshops.

P10 Students can use the computer rooms for independent study.

Teaching and learning

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

Comments

T1 The rationale for the one teacher without a Level 6 qualification was accepted within the context of this inspection because of her involvement in a range of relevant post-school educational activities.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Not 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.	Not met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

T6 Timetabling constraints resulting from student choices of morning and afternoon activities sometimes result in there being insufficient classes to provide homogenous groups.

T7 In principle, cover arrangements are appropriate. However, with no replacement for an absent teacher, the DoS covered full-time for two weeks, leaving teachers largely unsupported.

T8 This criterion is met overall, although the logistical consequences of the middle-of-the-day project workshops on arrivals days had not been fully considered at the start of the course.

T9 The relatively inexperienced teachers were left partially unsupported in the first two weeks, with the DoS teaching full-time.

T10 Nearly all of the teachers had been observed, with full feedback, in the first two and a half weeks.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not 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.	Not 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.	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 The coursebook map, which serves as the course structure, does not provide teachers with sufficient guidance.

T13 Most classes are not shown written course outlines with intended learning outcomes.

Learner management	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

All applicable criteria in this area are fully met.

Classroom observation record

Number of teachers seen	6
Number of observations	8
Parts of programme(s) observed	All

Comments

All parts of the programme were observed, including the project English workshops and an examination preparation class.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Not 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 atmosphere.	Met

Comments

T23 Most teachers showed sound knowledge of the use of English and of most of the linguistic systems underlying it, although awareness of word stress was limited. Teachers provided appropriate models of spoken and written English.

T24 Because of the differing levels and the age range within some classes, it was difficult for teachers to take the learning needs of all students into account. In some cases, some students were not stretched and some were out of their depth.

T25 No aims or outcomes were included in a number of plans.

T26 Teachers made use of activities involving movement, games and quizzes. Good use was made of elicitation and concept questions.

T27 Although teachers did not always take control of classroom seating, allowing students to sit where they chose, in most cases, teachers paired and grouped students sensitively. Board work was generally good.

T28 Teachers praised and corrected well in most cases, using a variety of correction techniques. At times, teachers took one student's understanding as whole-class understanding.

T29 The sequence of activities in lesson plans provided opportunities for evaluation of learning.

T30 In the majority of lessons observed, students were engaged and teachers had created a positive learning atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to unsatisfactory with the majority of segments seen being satisfactory. Knowledge of the grammatical systems of English was generally sound, though there was sometimes insufficient focus on word stress. Lesson planning varied in effectiveness, with some plans having no explicit outcomes and most taking insufficient account of the mixed learning needs of their students. Classroom management was generally effective, with good board work and mostly appropriate attention to seating arrangements. A good range of basic classroom techniques was in evidence. In most classes, students were engaged and studying in a positive learning atmosphere.

Welfare and student services

Care of students	Need for improvement
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not 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.	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.	Not 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 Measures to ensure the safety and security of students on the premises are not sufficiently rigorous. Although various risk assessments related to the premises exist, they do not cover all risks and a comprehensive premises risk assessment is not in place.

W2 A comprehensive plan is in place. However, it is not known by staff.

W6 Students do not receive information on transport between the point of entry to the UK and the school prior to arrival.

Accommodation (W9–W22 as applicable)	Need for improvement
<i>All accommodation</i>	Met
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Not met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Not 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.	N/a
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W12 Students do not receive written confirmation of accommodation booked.

W13 Procedures for identifying problems students may have with their accommodation are not effective. Although problems with accommodation seem to be dealt with swiftly, initial feedback on accommodation is not sought by the school.

Accommodation: homestay only

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

Comments

None.

Accommodation: other

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.

Leisure opportunities

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.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W25 The school has excellent leisure programme resources including an equestrian centre, tennis courts, a sports hall, and an arts centre. Activities are well-planned and staff benefit from a supportive activity manager.
W26 Although activity-specific risk assessments are in place, they do not give clear guidelines on how to respond to situations where students are at risk.

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.	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.	Not met
S7 There are suitable arrangements for the accommodation of students.	Met

S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.

Met

Comments

The school only accepts students aged 10–17. At inspection there were 56 students under the age of 18 enrolled. There were two groups with accompanying group leaders, one of 13 students and the other of two students.
 S2 The school fails to make sub-contractors, such as tennis coaches, aware of its safeguarding policy.
 S6 Some arrangements for the supervision and safety of students outside the scheduled programme are in place. However, unsupervised time is not risk assessed.

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	N/a
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	Stonar School term-time provision
Other related accredited schools/centres/affiliates	International Community School, London
Other related non-accredited schools/centres/affiliates	Other Nace schools outside the UK

Private sector

Date of foundation	1896 (main School) 2018 (Stonar International)
Ownership	Name of company: NACE Educational Services Ltd Company number: 08441252
Other accreditation/inspection	ISI

Premises profile

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

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week

Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	3	6
Full-time ELT (15+ hours per week) aged under 16	53	73
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	56	79
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Chinese, French, German, Italian	Chinese, Spanish
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	5
Number teaching ELT 20 hours and over a week	5	
Number teaching ELT under 19 hours a week	0	
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	20	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
The DoS is only scheduled to teach the examination preparation class (up to six hours) if all EFL teachers are unavailable.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	1
Teachers without appropriate ELT/TESOL qualification	0
Total	6
Comments	
These figures include the academic manager.	

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	56
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	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	56
Overall total adults + under 18s	56	