

Organisation name	Stonyhurst Language School, Clitheroe, Lancashire
Inspection date	18–19 July 2018

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 continued accreditation.

Summary statement
<p>The British Council inspected and accredited Stonyhurst Language School in July 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 www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers residential vacation courses in general English for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, publicity, premises and facilities, academic management, care of students, accommodation, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Stonyhurst Language School (SLS) operates as part of Stonyhurst College (SC), a co-educational day and boarding school founded in 1593. The enterprises department of the charity which runs SC organises and manages the year-round lettings and activities, which include the SLS summer school. The executive director, course manager and course co-ordinator are based year round at the college. The course director and director of studies, although not based at the college year round, have shared responsibilities for the development and planning of the course and recruitment throughout the year.

Students have general English classes in the morning and after lunch can choose from a variety of special interest options such as Art, Science, Environmental Studies, Space and Astronomy. There are regular excursions and activities every evening. All parts of the programme are compulsory. Morning lessons are combined with tennis coaching for students enrolled on the two-week tennis academy course.

The inspection took place over two days. Meetings were held with the executive director, the course director (CD), the director of studies (DoS), the enterprises director, the course manager, the course co-ordinator, the director of pastoral care, the director of activities, the human resources' manager, teachers, group leaders, a group of students, and activity staff. One inspector visited residential accommodation and viewed part of sports day.

Address of main site/head office

Stonyhurst College, Stonyhurst, Clitheroe BB7 9PZ

Description of sites visited

SC occupies very large premises, set in extensive grounds, parts of which are used for SLS. SLS has an office, rooms for teachers and activity staff for preparation, meetings and relaxation, classrooms and various spaces for student activities and relaxation. SLS also has the use of the refectory, the swimming pool, outdoor pitches and playing fields, an art room, a science laboratory, and residential accommodation.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<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

SLS summer school runs annually in two blocks of two weeks. The age range is 10 to 16.

Accommodation profile

Students are accommodated in four single-sex residences, three of which provide single bedrooms with handwash basins and shared bathrooms. The younger boys are in a separate house, which has rooms with ensuite facilities. Some large rooms can be twinned in response to parents' requests. When numbers are high both sexes may be in the same residence but on different floors that can be blocked off. All residences are within easy reach of teaching and activity areas. All four residences were inspected.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The high standard of management of the provision operates to the benefit of students, and in accordance with the provider's clearly stated goals and values. Publicity and information given to parents are clear, accurate and helpful. *Strategic and quality management, Staff management and development, Student administration, and Publicity* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a comfortable and professional environment for work and relaxation. There are ample spaces available for students and staff, who all enjoy a good variety of nourishing meals in the refectory. 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. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (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 met the requirements of the Scheme. *Academic management* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students are in a safe and secure environment where they benefit from a high level of pastoral care delivered by a well-trained and experienced team, who understand the school ethos and put it into practice. Accommodation is of a very high standard and is well managed. The leisure programme is varied, interesting and entirely suitable for the needs of the students. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. The school has a comprehensive safeguarding policy and has sufficient well-trained and responsible staff in place to put its procedures into operation when the need arises. Safer recruitment measures are applied rigorously and supervision ratios are high both on and off site. Residential accommodation is well supervised and good links are maintained with parents. *Safeguarding under 18s* is an area of strength.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	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.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 A statement, which is clearly presented in staff handbooks, describes the values and ethos of the charity that runs SC and SLS. It is evident that the statement is integral to the workings of the organisation and that the goals are underpinned by these values.

M2 Managers can articulate the relevance of the values and goals and are fully aware of the issues within the ELT sector that could affect future plans.

M3 A clear management structure is evident, linking SLS with the wider college. The enterprises department and human resources (HR) department, based in SC, work closely with SLS managers. All of the directors and managers have had previous roles with SC and SLS, and can deputise for each other, and there is clear evidence of continuity planning. A very high percentage of teachers and activity staff, some of whom were pupils at SC,

return each year.

M4 Communication systems work very effectively and range from regular well-minuted formal meetings and year-round online conference calls to daily informal meetings and the use of online messaging and walkie-talkies. All staff are well informed, engaged and aware of the values and goals of the organisation.

M6 There are numerous opportunities for staff to give feedback, including two brief daily meetings, two appraisals, and end of course feedback and debriefing sessions. Teachers felt that they were listened to and that the senior management team (SMT) was very responsive to comments and suggestions.

M7 There is a comprehensive annual quality review cycle, which incorporates staff and student feedback and previous inspection reports. Appropriate actions taken are recorded in detailed and accurate annual self-evaluation documentation.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	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.	Strength
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 The SC policies are reviewed and adapted for SLS by the HR department in discussion with the SMT. The policies are clearly presented in staff handbooks and staff are also made aware of them during their inductions.

M10 Comprehensive recruitment policies, procedures and documentation are in place. Staff and managers in the HR department ensure that the procedures are rigorously and scrupulously followed. All interviewing staff have completed safer recruitment training. Records are well organised and maintained. Careful recruitment of teachers and activity staff has ensured appropriate and balanced teams.

M12 All staff have two appraisals during the four-week course. During the appraisal procedure achievements are noted, areas for improvement identified and targets set. A supportive approach is used before any disciplinary action is taken if performance is unsatisfactory.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 The SLS course manager works full time year round and is assisted by two other staff members who share their time between SC and SLS work. At busier periods, these times can be adjusted to give the manager more support when needed. A new database has been acquired recently and SLS has had input into its development to suit the particular needs of the organisation.

M15 There is comprehensive pre-course information and communication, the majority of which is personalised.

Good advice and support is offered to parents and their children both pre arrival and during the course. M19 Classrooms are checked during the first teaching period each day and any absentees are followed up immediately. There is a clear policy about attendance at classes and activities, including punctuality. The system of warnings and sanctions if rules are broken is known by students, parents and staff.

Publicity	Area of strength
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.	Strength
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.	Strength
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.	Met

Comments

The predominant form of publicity is the website. There are also two foldout brochures, one of which covers the general programme and one covers the tennis academy course.

M22 There are very clear descriptions and pictures of the main features of the provision, the premises and its setting. The latest activities and excursion timetable is available as a download on the website.

M23 The information is well written in plain English and the language used is highly accessible.

M26 A simplified version of the safeguarding policy and a student welfare document are available as downloads on the website. These, as well as answers on the FAQ page, give parents an accurate description of the level of care and support given to students.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	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.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
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.	Strength

Comments

P3 There are various spaces for students to relax in. Evening activities are held in a large room, and there are two further playrooms, one for older and one for younger students. The rooms are suitably equipped with games, table tennis tables and some soft furnishings. There are common rooms in the residences.

P4 All students are given flasks that they can fill from the water fountains and drinking water taps located throughout the buildings. A wide variety of hot and cold meals is served in the large, modern refectory. The menus are designed to offer the children a well-balanced and nutritious diet. Special diets can be catered for.

P6 Teaching and activities staff have separate rooms for preparing lessons and activities and for meetings. There are also shared, large common rooms where staff can relax together and where they have facilities for preparing hot drinks and heating food. All staff are residential and so personal possessions can also be stored in bedrooms.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	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.	N/a
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

The applicable criteria in this area were fully met.

Teaching and learning

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

Comments

T1 One teacher did not have a Level 6 qualification. The rationale was accepted for this teacher within the context of this inspection, because of his relevant experience.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Strength
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.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T6 Classes are divided into older and younger age groups. Each morning class is divided into three separate lessons taught by different teachers (together forming a "pod"). Less experienced teachers are placed in a pod with more experienced teachers and planning can be shared. Students from different pods combine for the afternoon options which allows them, and teachers, to choose options of interest.

T7 Cover can be provided by the DoS who is not timetabled to teach, the two senior teachers who share a timetable or the course director who was the previous DoS. The director of pastoral care, who is ELT qualified, can also provide cover if necessary.

T9 There are weekly development sessions held at a time when all teachers can attend, as well as twice-daily brief meetings. The pod arrangement allows a less experienced teacher to be supported, particularly with planning lessons, by more experienced teachers.

T10 New teachers are observed at the beginning of the course and then again in the second two-week course. Any teachers with a rationale are observed at least three times. Returning teachers are observed once in course one. These observations are followed up by face-to-face discussion, when action planning is agreed. Shorter observations take place at least once over the whole course. Teachers reported that the feedback given was very useful.

Course design and implementation	Met
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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 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 course is designed around a coursebook at five levels with accompanying schemes of work. However, teachers are not required to use the coursebook and alternative materials and resources are not specified.
T14 The special option afternoon classes offer an opportunity for task-based learning. The options are run by outside professionals, SC teachers or SLS teachers. Students are always supported by SLS teachers in these sessions and are able to practise the language learnt in the morning lessons.

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.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T21 Each student gets a full written report from both their main teacher and activity leader. Their academic progress as well as their participation and attitude are fully commented on.

Classroom observation record

Number of teachers seen	12
Number of observations	12
Parts of programme(s) observed	All

Comments

Teachers were observed in the morning classes and all the afternoon options were visited.

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.	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.	Strength
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.	Strength

Comments

T24 In most lessons the needs of the students and the class were taken into account and the content was generally appropriate for the age and interests of the class. In the better segments there were plans for fast finishers.

T25 Overall the sequencing of activities was coherent and in some segments learning outcomes were made clear to students. However, generally, teaching aims, rather than learning outcomes, were specified in plans and students were told what they would do in the lesson, but not what they would learn.

T26 A variety of appropriate teaching techniques was seen in the majority of segments seen. Teachers used techniques that engage young learners, such as competitions and team games. Concept checking and elicitation techniques were generally effective. Instructions were clear and activities were set up well. There were techniques in place for students with special educational needs.

T27 Teachers used the interactive whiteboards and other technology to good effect, and the whiteboards were well organised in most classes. In some lessons full and effective use was made of the large classrooms.

T28 In some segments peer and self correction were encouraged and delayed error correction was planned. Positive encouragement was effective.

T30 The pace, variety of interactions and activities ensured that students were engaged and motivated. Effective use of nomination demonstrated the teachers' awareness of their students.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching ranged from very good to just satisfactory with the majority of lesson segments being good or satisfactory. Knowledge of the grammatical systems of English was sound. Lesson planning varied in effectiveness, though topics and content of lessons were generally well chosen to reflect the students' needs and interests. Classroom resources were mostly used effectively. A good range of teaching techniques, particularly for young learners, was in evidence. In all classes students were fully engaged, which resulted in a positive learning atmosphere.

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.	Not met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Strength

Comments

W1 Numerous policies and procedures are in place to ensure the safety and security of students, including detailed risk assessments of all premises and facilities used, high awareness and thorough training of staff, especially of fire marshals, 24-hour security and CCTV surveillance. Windows in some of the rooms in the girls' residence were found to be unsafe but all had been fitted with restrictors and thus made safe by the end of the inspection, so this is no longer a cause for concern or a point to be addressed.

W2 The school has a comprehensive and workable critical incident policy for dealing with incidents onsite or offsite, including "lockdown" in classes, on and offsite activities and excursions, and residences. Procedures are clear; some are fixed, and some are flexible to allow for the particular circumstances of the incident. Staff are well briefed and are aware of the hierarchy of responsibility.

W3 Students benefit from a high level of pastoral care, which is an essential part of the ethos of the school. The director of pastoral care leads a competent team and all members of staff are fully aware of their care responsibilities, which are mentioned in their job description and emphasised at induction.

W4 Students and staff are aware of the policies to promote tolerance and respect. A simple feedback form completed in the first couple of days checks if anyone is feeling uncomfortable with their peers and any action needed is taken and recorded. Students in the focus group knew what was expected of them and the sanctions that could be applied for non-compliance.

W6 Airport or train station transfer is included in the course package. The service is efficiently managed, well staffed and sufficiently flexible to allow for difficulties arising. Maximum wait at an airport on arrival is less than two hours.

W8 All medical matters are dealt with by the director of pastoral care, who is responsible for the safekeeping and administering of prescribed medication. An information folder with photographs of specified students is available for those staff on activity, excursion or residence duty. There are eight trained first aiders on the staff plus others in the sports centre and swimming pool. The SC nurse attends for two hours per day and there is access to a fully functional sick room. Nearby NHS services can be accessed when needed.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Strength
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W9 In all residences, rooms are spacious, light and airy, and some are large enough to be comfortably twinned if that has been requested. All are well furnished with good-sized beds and ample storage space. Residences have wide corridors and comfortable common rooms.

W10 All rooms are cleaned daily. A full laundry service is available twice per week and there are also arrangements for emergencies. Towels and bedlinen are changed weekly.

W11 All accommodation is inspected by the SLS team before placement and several times during a student's stay. Fire risk assessments and procedures are thorough.

W13 Satisfaction with accommodation is checked every morning and any problems are investigated and action taken is recorded. All the students in the focus group were very happy with their accommodation.

W14 All accommodation is in SC residences.

W15 All meals are provided, as well as drinks and snacks at breaks and before bedtime. Food allergies are catered for. Students confirmed the inspectors' impression that the food is of a high standard, varied and nutritious.

<i>Accommodation: homestay only</i>	
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.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented	N/a

accommodation and advice in case of difficulties.	
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	

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

W23 Students, parents and agents are given details of the social, cultural and leisure opportunities which are offered as part of the course and full details of optional extras that are available for an additional fee.

W24 The activities programme provides opportunities to take part in an impressive number of onsite sports, including archery, fencing, swimming and various ball games, as well as arts and crafts, yoga, dance and drama for non-sporty students. Excursions are equally varied and interesting, and some are integrated in to the curriculum. Students were particularly impressed by the evening activities which are participative, creative, and entertaining. All activities are age related. The programme is extensive enough to avoid repetition for longer stay students and there is flexibility to deal with adverse weather conditions.

W25 The leisure programme is extremely well organised by the experienced director of activities, who had been a student at SC, her deputy and her impressively well-qualified team. Teachers take part in some activities and in evening entertainments. The budget is generous, there is easy access to SC facilities and equipment, and a very good relationship with SC staff.

W26 Thorough risk assessments have been carried out for all onsite and offsite activities. They are reviewed after every activity in the light of the experience and changes can be made. For external events and visits, the venue or the specific activity risk assessment is checked and adapted if necessary.

W27 The activities team is very well qualified and experienced. Professionals provide the optional activities such as horse riding, golf, clay shooting, tennis coaching and swimming lessons.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Strength
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.	Strength
S7 There are suitable arrangements for the accommodation of students.	Strength
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met
Comments	

Students are aged 10–16 and are divided into young juniors 10–13 and juniors 14–16.

S1 The school has a detailed safeguarding policy, informed by local and national guidelines, underpinned by a number of useful documents and complementary policies, and in keeping with the school and college ethos of listening and trust. The policy is implemented by the named designated safeguarding lead (DSL) and a team of staff with various levels of responsibility.

S2 All staff are well aware of their safeguarding duties. All are trained to basic awareness level, a number to advanced level and the main team to specialist level. A very useful *Child Protection Pocket Guide* summarises the code of practice and provides clear guidance on action to be taken in the event of disclosure or report.

S4 Safer recruitment procedures are rigorously applied and exemplary practice, including checking DBS status every year and police checks for the previous five years, are in place.

S5 Staff:student ratios are high for all lessons and activities, at least 1:12 and sometimes 1:3 if a risk assessment requires it. Students aged 10–12 are supervised all the time; students aged 13–16 have very limited time to roam: during breaks, when changing lessons or buildings onsite, and for short periods at some off-site activities. Staff monitor movements and there is frequent registration. These very limited times have been risk assessed and staff are aware of the need for vigilance.

S6 Young juniors are supervised all the time. Juniors have very little unsupervised time. Even their “chill out” periods are monitored by staff.

S7 All students are in residential accommodation. The duty rota for night-time supervision allows for a staff member on every floor, in a clearly-marked room. House parents and deputy house parents are in addition to the staff: student ratio.

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	2014
Last full inspection	2014
Subsequent spot check (if applicable)	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	Boarding school, lettings and events.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2008
Ownership	Name of company: Stonyhurst Company number: 6632303
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)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	10	10
Full-time ELT (15+ hours per week) aged under 16	95	95
Part-time ELT aged 18 years and over	N/a	N/a
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	105	105
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	16	16
Junior programmes: predominant nationalities	German, Italian, Chinese, Spanish	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	10	10
Number teaching ELT 20 hours and over a week	10	
Number teaching ELT under 19 hours a week	0	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	7	
Total number of support staff	17	

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	1
Total	3
Comments	

The directors of studies are not scheduled to teach. Two senior teachers are scheduled to teach a half timetable

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	10
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0

Total	10
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	N/a	0
Private home	N/a	0
Home tuition	N/a	0
Residential	N/a	105
Hotel/guesthouse	N/a	0
Independent self-catering e.g. flats, bedsits, student houses	N/a	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	0
Staying in privately rented rooms/flats	N/a	0
Overall totals adults/under 18s	0	105
Overall total adults + under 18s	0	