

Organisation name	The Stay Academy, London (Camden and Willesden)
Inspection date	26 and 27 August 2014; 9 February 2015 (comments in bold)

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend accreditation with a spot check in the first year of accreditation.

Publishable statement

The British Council inspected and accredited The Stay Academy in February 2015. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers residential courses in general English for adults (16+) and for closed groups of under 18s in school premises.

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

Organisation profile

Inspection history	Dates/details
First inspection	August 2014
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	February 2015
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related schools / centres /affiliates	N/a
Other related non-accredited activities (in brief) at this centre	N/a

Private Sector

Date of foundation	July 2013
Ownership	The Stay Academy Ltd.
Other accreditation/inspection	N/a

Premises profile

Address of main site	34 Chalk Farm Road, NW1 8AJ London, UK (the Camden site) General English classes and occasional one-to-one Six classrooms and a teachers' room.
Details of any additional sites in use at the time of the inspection	5J Nicoll Road, London NW10 9AX, UK (the Willesden site) Closed junior group tuition, junior group courses, used year-round , and for occasional one-to-one Seven classrooms and a teachers' room
Details of any additional sites not in use at the time of the inspection	N/a
For inspectors' use: profile of sites visited	<p>The Camden school is on the lower basement floor of a purpose-built, seven-storey building. The school's office are on the basement floor, with the reception area and café on the ground floor. The 260 studios are distributed across four floors.</p> <p>-2nd floor The school is situated on the garden level on -2nd floor (i.e. two floors below the ground floor) of the building. There are six classrooms, a teachers' room and a student lounge situated on this floor. There is a TSA administration desk next to the classrooms. Accommodation in studio apartments for students under 18 years of age and gents' and unisex toilets are also situated there. This floor has access to the garden and lift.</p> <p>1st Floor Accommodation in studio apartments for adult students and the laundry are situated on this floor.</p> <p>2nd Floor – 4th Floor Accommodation in studio apartments for adult students are situated on these floors.</p> <p>An outdoor area, covered in Astroturf, with seating for around 60 students, is situated in the middle of the building, which is on a busy road five minutes' walk from Camden Town tube station.</p> <p>The Willesden school occupies the whole of the top floor of a three-storey, purpose-built student residence situated between two relatively quiet roads, ten minutes' walk from Willesden Junction tube and overground stations. The rest of the building houses 126 studios, a café and reception. There is a gated entrance off one road, giving on to a parking area and a small outdoor seating area. A door leads from the reception/café area to a passage which links to the other, somewhat busier road.</p> <p>Both buildings are designed to high standards and provide a clean, modern and stimulating environment for students to live and study in.</p>

Student profile	At inspection	In peak week: 08/04 – 15/04/2014 (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL Students (eligible courses)	At inspection	In peak week
Total ELT/ESOL student numbers (FT + PT)	111 (C: 45, W: 66) 25 (C: 5, W: 20)	118 (C: 52, W: 66)
Full-time ELT (15+ hours per week) 18 years and over	10 (C: 4, W: 6) 8 (C: 5, W: 3)	16 (C: 10, W: 6)
Full-time ELT (15+ hours per week) aged 16-17 years	101 (C: 41, W: 60) 17 (C: 0, W: 17)	102 (C: 42, W: 60)
Full-time ELT (15+ hours per week) aged under 16	0	0
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
Minimum age (including closed group or vacation)	16 C: 16, W: 12	16
Typical age range	16-17 C: 18-24, W: 16-18	16-17
Typical length of stay	3-4 weeks 4 weeks	1 week (Camden) 3-4 weeks (Willesden)
Predominant nationalities	Italian	Italian
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	0 C: 4, W: 0	0
Number on child visitor visas	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	9 (C: 4, W: 5) 5 (C: 3, W: 2)	12
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10-19 hours/week	4 4 (C: 3, W: 1)	
Number teaching ELT 20 hours and over/week	5 1 (C: 0, W: 1)	
Total number of administrative/ancillary staff	3 4 (C: 2, W: 2)	

Academic staff qualifications to teach ELT/ESOL

Profile at inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/ESOL qualification (TEFLQ)	
Certificate-level ELT/ESOL qualification (TEFLI)	8 5 (C: 3, W: 2)
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	
Rationale(s) required for teachers without appropriate ELT/ESOL qualifications	1 (C: 1 teacher absent on day of inspection).
Total	9 5

These figures exclude the academic manager(s)

Comments:

One teacher, for whom a rationale was provided, was absent during the inspection.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The majority of courses are European Commission funded PON/POR programme courses for closed groups. The school ran one teacher development course in 2014 and occasionally provides one-to-one tuition.

At the Camden school the courses are General English for individually-enrolled students and for closed groups. One-to-one tuition is occasionally offered. The majority of courses at the Willesden school are European Commission funded PON/POR programme courses for closed groups.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay		
Private home		
Home tuition		
Residential	10 (C: 4, W: 6) (C: 5, W: 3)	101 (C: 41, W: 60) (C: 0, W: 17)
Hotel/guesthouse		
Independent self-catering e.g. flats, bedsits, student houses		
Arranged by student/family/guardian		
Staying with own family		
Staying in privately rented rooms/flats		

Introduction

The Stay Academy (TSA) is an unusual language teaching organisation in that it grew out of, and is housed in, a student residential development called The Stay Club. The Stay Club is a limited company which is developing a series of custom-built student residences across London (seven are planned). Two are already in operation: one, The Stay Club@Camden, opened in March 2013; the other, The Stay Club@Willessden, opened in August 2012. The Camden Stay Club has 260 studios that can accommodate a maximum of 530 students and is open to students both from London universities and from language schools. The Willessden Stay Club also houses students but, as it has a part-hotel licence, it can take guests who are not students. It has 126 studios and can accommodate a maximum of 245 guests. At the time of the inspection, 45 of the 530 residents at The Stay Club@Camden were

TSA students, while 120 of the 225 residents at The Stay Club@Willesden were TSA students. Both clubs accept both UK and non-UK students.

A 2013 survey of students staying in the Camden residence revealed that some of the language school students staying there would prefer to have language lessons in their residence, rather than travelling to schools around London, so the company decided to introduce English language lessons, initially at the Camden residence and latterly at the Willesden residence, under the name The Stay Academy (TSA). TSA is a separate company but is under the same ownership as The Stay Club. The current principal was employed to set up TSA and to gain British Council accreditation.

At TSA's foundation, it was decided to bring in outside ELT/TESOL expertise until TSA had its own staff and structures in place and, to this end, an accredited London school provided teachers, materials and course design and rented classroom space at TSA to teach the students that TSA had recruited. At the Camden residence, a basement area of the building was fitted with classrooms and teaching first started there in July 2013. Most of this teaching was done by teachers from the other language school but from July 2013, TSA provided EFL lessons for some of its own employees and is now teaching several groups at the same time as the other language school provides lessons under its name. It should be made clear that the lessons taught by the other language school were not part of this inspection. The current arrangement with the other language school comes to an end in December 2014, when TSA will become a language school standing entirely on its own feet and the other school will no longer have a presence at TSA. At the Willesden residence, a suite of classrooms was built on top of the existing building. Lessons first started there in July 2014, all wholly taught by TSA.

The arrangement with the other language school has come to an end and all groups of students under age 18 are taught and accommodated at Willesden. (The only exception is one group of Argentinian students, all under 18s, who had pre-booked for Camden last year. The booking will be honoured in early 2015).

TSA's structure of management involves three key senior managers, the TSA principal, a **newly-appointed full-time director of studies (DOS)**, and the student services manager who oversee their respective areas at both sites, while each site has its own dedicated academic services administrator. Teachers may teach at either site. The management of the two Stay Clubs – unit managers, reception managers and maintenance teams – play a part in the running of the non-academic side of the two TSA sites but are not employed by TSA and were not interviewed during the inspection – except that the two unit managers showed one inspector round the accommodation areas and answered her questions both about accommodation and about safety and security. The area manager, who is the overall manager of both Stay Clubs and line manages TSA's principal, was present at the inspection roundup.

The Camden school has been accredited by the NCC to run an International Foundation Year (IFY). A launch is planned for September 2015.

The August 2014 inspection lasted for two days during which time the inspectors interviewed the principal, the DOS, the student services manager, the two academic services administrators, one of the activities leaders at Willesden and the two Stay Club unit managers. They talked to groups of teachers and of students at both sites and to some group leaders at Willesden, and observed all the teachers at both sites. One inspector viewed the accommodation at both sites.

The supplementary inspection, which was carried out by one inspector from the original inspection team, lasted one full day during which time the inspector interviewed the principal, the area manager, the DOS, the student services manager and the two academic services administrators. Focus groups were held at both sites with teachers and students and a meeting was held with two group leaders at Willesden.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 Met but the two organograms of The Stay Club (TSC) and The Stay Academy (TSA) do not make clear the relationship and overlap between the two organisations. This is, perhaps, an indication of the fact that the exact relationship has not yet fully settled into a structure with clear dividing lines.

An organogram showing the relationship and overlap between TSC and TSA has been drawn up.

M4 The inspectors were informed that regular meeting are held, both at the level of the school and between TSA and the larger organisation. No minutes are kept.

M6 The school takes great pains to investigate and verify qualifications but failed to establish the exact status of one teacher's initial TEFL certificate.

M7 Induction procedures are satisfactory – teachers had had a paid, three-hour induction just before the inspection – but long-term procedures, including reviews after three months' employment, had not yet bedded in due to the short time in which the school had been fully operational.

Three month reviews for teaching staff have been put in place by the DOS.

M8 Procedures for monitoring and appraising staff and for handling unsatisfactory performance are in place but had not yet fully bedded in due to the short time in which the school had been fully operational.

M9 Plans are in place for continuing professional development (CPD) for all but had not been put into practice at the time of the inspection.

All staff have received safeguarding training. Opportunities for CPD have been put in place by the DOS.

(See T10/11)

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M10 The two academic services administrators handle all student administration, partly making use of a database that deals with all enquiries and bookings, both for TSC or TSA.

M13 Currently, students' and their next-of-kin details are collected on paper and then entered onto the database, which is accessible at any time to whoever is holding the emergency phone. However, there is sometimes too long a period between the collecting of the information on paper to it becoming accessible on the database.

A new bespoke database, which will merge all TSA and TSC student data, will be put in place by the end of February 2015.

M14 As all students stay in accommodation on site, there is no problem with student attendance beyond occasional over-sleeping.

M15 The notice describing the conditions under which a student might be asked to leave a course is written in language that is too difficult for most students to understand and contains no mention of the procedures leading to expulsion.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M20 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M16 Action has been taken to resolve many of the points to be addressed arising from the August 2014 inspection.

M17 The school has been fully operational for such a short time that there has been no real opportunity for review. **Partially addressed. Since the appointment of the new DOS a review of systems, processes and practices has been carried out resulting in improved academic management procedures. (See *Academic management* below).**

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M21 With the exception of occasional infelicities of style, the publicity is written in clear and accurate English. **The student handbook contains several examples of inaccurate English. For example, 'We will be able to give you as many information as you like'.**

M22 Some claims are either incorrect or difficult to substantiate. The Westfield Shopping Centre cannot be described as 'nearby' in relation to the Willesden site; the same site does not have 'great views of the English landscape'; and TSA is not 'the only year-round residential adult English language school in central London'.

Publicity has been revised and the above claims have been removed.

M24 Met but there is some inconsistency between brochure and website over minimum age and maximum class size.

M25 Met but there is no mention of the approximate cost of any leisure programme not included in the course fees.

M26 Met but photos of studios give a misleading impression of the available space and, while double beds are mentioned, there is no reference to the fact that they are bunk beds.

Publicity has been revised and reference is made to 'beds designed in a bunk bed fashion'.

M28 Teachers are described as 'highly qualified' and 'experienced' when no teacher is TEFLQ and several teachers are virtually new to TEFL.

Publicity has been revised and teachers are described as 'qualified'.

M29 The school's relationship with the other (accredited) language school leads to occasional references to this school, including two statements about accreditation ('...is accredited by the British Council, which guarantees the highest level of standard achieved'; and "students studying with accredited provider (sic) are assured of a level of service defined by the awarding body') which are either incorrect or do not apply to TSA.

The arrangement with the other language school came to an end in December 2014 and misleading references have been removed from publicity.

Management summary

The provision meets the section standard. The management of the school operates to the benefit of its students. Student administration is effective and quality assurance measures are satisfactory. Weaknesses in publicity have been satisfactorily addressed.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R2 Both buildings are in a very good state of repair and decoration, and the stylish décor is very well suited to the age of the students. A great deal of thought has gone into making both premises appropriate to their dual function as residences and schools.

R3 The classrooms at the Camden school lack natural light as they are on the lower basement floor. At both sites, the majority of the classrooms have one long, narrow and heavy table which takes up most of the classroom space, thus restricting student movement. The resulting seating arrangement, with two long lines of students sitting down the long sides of these tables, prevents students from seeing the board without peering round the students in front of them.

The tables in some classrooms have been turned width-ways and put together in a square. This has freed up more space for mingling activities. However, the problems with seating arrangements in the other classrooms remain.

R4 Both sites benefit from the large café areas on the ground floor, which provide students with plenty of space to relax and have meals in. In addition, the Willesden school has a pleasant break-out area on the same floor as the classrooms. At the Camden school there is a break out area overlooking the garden. The food at both centres was both tasty and affordable. Water coolers and snack and drinks machines contribute to the very welcoming environment that encourages students to stay on site rather than go out to buy food and drink from local outlets.

R5 Signage at the Camden school was provisional. It was quite difficult for a stranger to the premises to find the way round what is, at first sight, quite a warren and better signage would be helpful.

Signage has improved.

R6 Teachers' rooms at both sites were sufficiently spacious but, at the Camden school, when the other school's lunch breaks coincided with TSA breaks, the room was a little crowded.

The arrangement with the other school has come to an end.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 At present, the school depends on photocopied material taken from a range of coursebooks and other published books; however, the DOS makes sure that the school does not exceed photocopying limits. As the school grows, it may become necessary for the school to make use of class sets of books. The buildings are full of books for

students to borrow but none of these books are designed for foreign language learners – for example, there are no simplified readers.

The DOS has created a lesson sharing folder in Dropbox for lessons relating to each syllabus and for the new ‘London Culture’ lessons.

R8 Teachers’ resources are just adequate at the moment. There is a small selection of coursebooks, reference books and photocopiable materials. However, the files of lesson plans – at present a work in progress – make up for the shortage of published materials to a certain extent.

R9 Every classroom is equipped with computers, projectors and interactive whiteboards (IWBs).

R12 The school is in the process of developing teaching and learning resources for the first time, so there has been little opportunity for review.

Teachers’ views on courses and syllabuses are sought at weekly meetings and at workshops.

Resources and environment summary

The provision meets the section standard despite the fact that most of the comments relating to learning resources allude to the embryonic nature of the school’s provision. The premises and facilities are generally of a high standard and offer an appropriate environment for staff and students.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T1 Two teachers did not have a level 6 qualification. Two rationales were provided, one of which was accepted within the context of the inspection. The second rationale was not accepted within the context of the inspection.

The teacher whose rationale was not accepted has left the school.

T2 One teacher had a TEFL-initiating certificate that did not meet Scheme requirements. Neither the school nor the teacher was able to find out whether the course leading to the certificate was externally validated.

A rationale was provided for the above teacher, who was not teaching at the Camden school on the day of the inspection. She has been accepted onto the UCL Delta Modules 1-3, January – June 2015.

T3 The rationale was accepted within the context of this inspection.

The rationale for the above teacher was accepted in the context of this inspection.

T4 The new DOS is an experienced TEFL-qualified teacher. Following her appointment, in October 2014, she carried out a comprehensive review of the academic provision and has made some significant changes in academic management and course design.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T10 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T7 Start times and breaks for the different groups studying at Willesden were staggered to allow for more efficient provision of food and drink.

T8 Cover at Camden is non-existent on the days when the DOS is not present.

The DOS's hours of work have been changed so that she starts work at 8 am, giving her more time to arrange cover as needed.

T9 All the students at the time of the inspection were in closed groups, with no continuous enrolment.

T10 The DOS is currently only present two days a week but will be full time from the beginning of September. The support he offers, both face to face and online, was singled out for praise by the teachers.

The new DOS is full time and divides her time between the two schools. Teachers appreciated the considerable support she offers.

T11 As nearly all the teachers at the time of the inspection were very new to the school, very little observation had taken place, but the feedback notes on the two teachers who had been observed were clear and helpful.

The DOS has carried out a programme of observation for all the teachers and feedback notes are thorough.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The current course design, which is still very much a work in progress, is based on Trinity College London exams. Some skeleton lesson plans and schemes of work have been completed for teachers' use.

The DOS has re-designed the general English courses for groups at Willesden and they now follow Cambridge and Trinity preparation courses. Short courses for one-week groups are being designed.

T13 At the time of the inspection, there had been no opportunity for review since the school has been fully operational for such a short time.

There have been opportunities for course evaluation at teachers' meetings.

T14 No course outlines are available for students.

Course outlines are posted outside classrooms.

T15 There are very useful notes on developing student independence through improving their study and learning strategies both in the teachers' and the students' handbooks. However, there was little evidence of these strategies being put into practice in the classroom and no evidence of them in the schemes of work.

New syllabuses include project work, and a focus on task-based learning, which is incorporated into fortnightly educational trips. Students are consulted at the start of each week on areas they would like to focus on and these are covered in a weekly 'students' choice' lesson.

T16 There was no evidence of the promotion or use of strategies to ensure students benefit linguistically from their stay in the UK.

'London Culture' lessons are included in every syllabus at least twice a week. They include surveys and preparation for trips to art galleries or street markets.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T18 At present, there is no provision for tutorials but measures are in place to enable students to change classes. **Students may make an appointment for an individual tutorial with a teacher by completing a request slip in the student lounge.**

T21 The school does not currently provide reports but would do so on request.

Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	All

Comments

At both sites, there were only closed groups of Italian students on PON courses, lasting between two and four weeks.

Classes were not observed at this inspection. Three general English classes were running at Camden in the morning and two PON group classes were running in the morning at Willesden.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T27 Classroom management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Most teachers displayed a sound knowledge of the linguistic systems of English although some of the less experienced teachers showed limited knowledge and, at times, provided inappropriate models.

T24 Met but some teachers taught their classes as if every student was at the same level, paying little attention to weaker, less confident students.

T25 Most lessons were well planned, drawing as the plans did on the skeleton lesson plans and the schemes of work provided by the DOS. However, plans were occasionally very sketchy and some of the weaker segments consisted of little more than an unstructured conversation.

T27 In most cases, teachers did too little to curb the use of the students L1 in these monolingual classes. In the best segments, teachers gave clear, well-checked instructions but in many cases instructions were either too rushed or too complicated with no effort to check students' understanding of what they had to do, with resulting confusion and discussion amongst the students in their L1. The IWBs were chiefly used as ordinary whiteboards and their use was often messy and unprincipled.

T28 Techniques noted included some effective elicitation and drilling, and occasional concept checking. Review of what had been learned was rare and very little appropriate correction and feedback were observed.

T29 On occasions, activities were well prepared with good staging so that students were completely ready to carry out an activity successfully, but too often teachers rushed through poorly prepared activities with no real attention to whether students were learning or practising effectively

T30 Most students were motivated and did their best to take an active part in the lesson, resulting in a positive atmosphere in most cases.

Classroom observation summary

The teaching observed just met the requirements of the Scheme. Planning relied largely on the skeleton lesson plans and schemes of work and, in a couple of cases, teachers had adjusted these to fit their classes. Knowledge of the linguistic systems of English was patchy, but generally adequate. There were significant weaknesses in classroom management but teachers displayed an adequate range of appropriate teaching techniques. Students were nearly always involved.

Teaching and learning summary

The provision meets the section standard. The teaching observed met the requirements of the Scheme. Teachers are appropriately qualified and are given sufficient support. Course design is still at an early stage of development. Academic management as a whole, however, operates to the benefit of teachers and students.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 The Camden site has open access to the main street during the day and has a high volume of users, which makes it difficult to monitor unauthorised users effectively. Access to the Willesden site is controlled by staff at reception and by key card entry. At the back of the building there is open access to the main street during the day and a garage is located on open ground next to the school building. Visitors gain access to the garage by the passage which also leads to the back entrance to the school where there is an area used as one of the designated external smoking areas. Both sites are used by a high proportion of adults and, in the case of Willesden, by hotel guests, who have potential access to the academy premises. The reception areas are staffed 24/7. Students gain entry to their rooms by digital key card. There are CCTV cameras throughout the premises and outside the buildings. Student induction on safety and security matters includes orientation on fire and first aid, although students are not walked through the fire exit routes. There is an appropriate number of first-aid trained staff.

All students under age 18 are required to wear orange wristbands and lanyards and they do not have access to the main street at the back of the building. (See also C7.)

W2 Students receive sufficient information about pastoral care at induction, in the students' handbook and on noticeboards. There are photo boards of key staff on noticeboards in the student lounge. Students have not been informed about places of worship at the Camden school.

W3 The student services manager is the named person and is introduced to students at induction. She divides her time between the Camden and Willesden schools.

W4 Clear statements about unacceptable behaviour, including bullying, discrimination and harassment, are provided in the students' handbook and a simplified version is displayed on noticeboards. The abusive behaviour policy is displayed on classroom walls but it is written in language which is inaccessible to students. The group leaders have not been given copies of the policy.

Group leaders have been given copies of the abusive behaviour policy.

W5 The emergency phone is rotated among key staff.

W6 Transfers are dealt with by the sales manager and the student services manager. Transport is outsourced to a reliable local company. Travel insurance is included with every TSA course.

W7 Good advice is given at induction, in the students' handbook and on noticeboards, covering most of the points in this criterion. However, students are not given advice on traffic regulations.

W8 Students are given appropriate information about their rights regarding medical and dental treatment through the NHS. The student services manager plans to set up arrangements with a local surgery at the Willesden school.

Accommodation profile

Comments on the accommodation seen by the inspectors

The Stay Club accommodation is in newly-built residences with striking design features. Studio flats are furnished to a high standard and have an en-suite shower room and toilet, two double bunk beds and a kitchenette with fridge/freezer and cooking facilities, although the hobs have been disabled for students under age 18. Windows are double-glazed and there is digital key entry to each room. Linen is provided and there is a laundry room at each site. Rooms can be used for single or double use as one of the bunk beds can be raised and safely stored above the lower bunk.

Students and group leaders at Camden are all accommodated at -2nd floor level, with access to the garden and lifts. At Willesden students and group leaders are accommodated on three floors, with appropriate allocation of rooms according to sex.

Students on the closed group 'bronze package', who already have a social programme organised, are accommodated on a bed and breakfast basis. Students on the closed group 'silver package' are offered breakfast

and dinner and five afternoon cultural trips to London. The 'gold package' includes a weekly and Saturday cultural programme and evening activities. The food provided is breakfast, a packed lunch and dinner. At the inspection all the students had selected this package.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The studios are all in very good decorative order and well-maintained. They are of a reasonable size and suitably furnished, although students commented on the small size of the shower room and toilet.

W14 Students are asked to complete a short arrival questionnaire, which includes a question on accommodation. Accommodation problems are brought to the attention of the student services manager who deals with issues promptly.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 Communal areas are regularly cleaned and kept tidy. Studios are cleaned weekly.

W23 There is an appropriate number of first-aiders at both sites.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Some information about current local events is available on the noticeboards and a local tour company advertises a wide range of local attractions and excursions outside London on cards which are attractively displayed in the student lounge and all the classrooms.

W27 The leisure programme offers a wide range of activities and excursions and is entirely appropriate for the current student body. It was praised in the student focus group and by the group leaders. Guided visits are organised by freelance activity leaders, accompanied by teachers and group leaders who confirmed that they were responsible only for their respective groups.

W28 Specific risk assessments are in place for each event and destination. These are read through and signed off in advance on each occasion. Students are given appropriate safety guidance but are not clearly identified as TSA students on activities and excursions. (See also C6 below).

Students are clearly identified as TSA students on activities and excursions.

Welfare and student services summary

The provision meets the section standard. The needs of students for security and pastoral care are well met both in the school and in the accommodation. Students are given useful and relevant information and enjoy participating in a well-organised leisure programme which is suited to their interests. The accommodation provided is suitable and the systems managed effectively.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

This section was reinspected in February 2015.

C1 A detailed policy for safeguarding students under 18 had been drawn up by the student services manager, who is the named member of staff responsible for its implementation. There are satisfactory procedures for the safe recruitment of staff.

C2 All staff are made aware of the policy and have completed appropriate safeguarding training.

C5 Two teachers are awaiting a DBS report but have completed appropriate declarations. The Italian group leaders are teachers in Italy. Their schools have confirmed that they have undergone suitability and criminal checks and are not unsuitable to work with children; the schools hold the certificates.

C6 Supervision ratios on activities and excursions are appropriate. All students under age 18 are required to wear wristbands and lanyards, with the school's emergency phone number written on them.

C7 A copy of the TSA safeguarding policy is given to each group leader during the induction. Access to the Camden and Willesden sites can only be gained through the use of a key card or by requesting entry through an intercom system. Both sites have a sign in and sign out register. At Willesden, access to the main road, at the rear of the building, is now only accessible to students over 18. Under 18s cannot gain access to the rear of the building with their key card and they are clearly distinguished by their bright orange lanyards.

Care of under 18s summary

The provision meets the section standard. Key staff have received appropriate levels of training and close attention is paid to the safety of under 18s on school premises and on leisure activities.
