Inspection report

Organisation name	TLI English Language School, Edinburgh
Inspection date	5–6 July 2016

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 *Declaration of legal and regulatory compliance*.	☒	☐
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.	☒	☐
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.	☒	☐
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.	☒	☐

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.	☐	☒	☐

Recommendation

We recommend continued accreditation. However, evidence must be submitted within six months to demonstrate that weaknesses in Care of under 18s have been addressed.

Summary statement

The British Council inspected and accredited TLI English Language School in July 2016. 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 courses in general and professional English for adults (16+) and for closed groups of under 18s.

Strengths were noted in the area of staff management.

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

Organisation profile

Inspection history	Dates/details
First inspection	February 2007
Last full inspection	July/August 2012
Subsequent spot check (if applicable)	N/a
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	Externally validated CertTESOL, DipTESOL, Foundation courses
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	June 2003
Ownership	TLI Ltd- SC251401 (Privately Limited)
Other accreditation/inspection	Education Scotland

Premises profile

Address of main site	48 Palmerston Place, Edinburgh EH12 5DE
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school is based in a self-contained Georgian town house in the west end of Edinburgh, a short walk from the city centre. On the ground floor, there is a reception/office with work places for the management team. There are nine classrooms in total, distributed over the basement and the ground, first, and second floors. In the basement there is the staffroom, a kitchen, and a lounge/computer room for students. On the second floor there is a small room used as a library and study room.

Student profile	At inspection	In peak week: July (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
Full-time ELT (15+ hours per week) 18 years and over	15	50
Full-time ELT (15+ hours per week) aged 16–17 years	14	55
Full-time ELT (15+ hours per week) aged under 16	0	20
Part-time ELT aged 18 years and over	1	5
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	30	130
Minimum age	16	15
Typical age range	17–30	15–30
Typical length of stay	3 weeks	2 weeks
Predominant nationalities	Italian, Saudi, Spanish	Italian, Saudi, Spanish
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	6	20

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	10
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	3	
Number teaching ELT 20 hours and over/week	3	
Total number of administrative/ancillary staff	4	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	0
Certificate-level ELT/TESOL qualification (TEFLI)	6
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	6
These figures exclude the academic manager(s)	
Comments	
The academic manager is TEFLQ and is completing a Master's in Education and TEFL	

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☒	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☒	☒	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐
Comments						
At the time of the inspection, there were four courses running: 15 hours general English, 22.5 hours general English, 7.5 hours afternoon IELTS preparation, and a one-to-one Business English course of 30 hours per week. There were 16 and 17 year olds enrolled on all courses except Business English.						

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	2	8

Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	2
Staying in privately rented rooms/flats	14	4*
Overall totals adults/under 18s	16	14
Overall total adults + under 18s	30	

*See details in Accommodation profile in the Welfare section.

Introduction

The school is a family-owned business, with members of the family actively involved in both strategic and operational management. The founding directors have delegated responsibility for much of the day-to-day running of the school to the general manager/administrator and the academic manager.

Since the last inspection, the school has continued to run courses for closed groups of under 18s, and students aged 16-17 now form a significant proportion of the participants in open-enrolment general English and examination courses.

The inspection lasted just under two days. During this time the inspectors had meetings with the two directors, the general manager/administrator, the academic manager, and the events manager. There were also meetings with a group of teachers, and separate meetings with a group of adult students and a group of under 18s. All six teachers working during the period of the inspection were observed; one inspector met the owner of the homestay agency used, and visited three homestay providers with her.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☒	☒	☐
M3 Duties specified	☐	☒	N/a	☐	
M4 Communication channels	☐	☒	☒	☒	☐
M5 Human resources policies	☐	☒	☐	☐	
M6 Qualifications verified	☐	☒	N/a	☐	☐
M7 Induction procedures	☐	☒	☒	☒	
M8 Monitoring staff performance	☐	☒	☐	☐	
M9 Professional development	☐	☒	☐	☒	

Comments
M2 The management structure is clear and simple. Continuity and cover is facilitated by the involvement of more than one individual in many of the different areas of the management of the school, so that expertise is shared. M4 Communication within the school is excellent with regular, minuted meetings and easy informal communication between the management team (who share the school office) and teachers and students. M7 All new staff receive an individual induction, tailored to their needs and their role. Teachers spoke warmly about the support and guidance offered to them when they started work at the school. A checklist of areas to be covered is signed off by the new employee. M9 A good range of professional development activities is available including, for teachers, the chance to upgrade their qualifications on the in-house diploma-level course.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☐	☒	
M11 Information on course choice	☐	☒	☐	☐	
M12 Enrolment procedures	☐	☒	☐	☐	
M13 Contact details	☐	☒	☐	☒	
M14 Student attendance policy	☐	☒	☐	☒	
M15 Students asked to leave course	☐	☒	☐	☐	

Comments
M10 The duties of the general manager include those of handling enquiries, and enrolling students. At peak times, the workload is obviously considerable, but there was no evidence of the service provided to students suffering. M13 Contact details are collected/confirmed on arrival. The enrolment form asks for information about whether the named emergency contact speaks English. It was noted that this was blank on many of the forms sampled. M14 A clear attendance policy is in place, and evidence was seen of systematic follow up to unauthorised absence. Attendance at classes during the inspection was very high, and a quick check of registers showed this was not untypical.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☐	☐
M17 Continuing improvement	☐	☒	☐	☒	
M18 Student feedback and action	☐	☒	☐	☒	☐
M19 Staff feedback and action	☐	☒	☐	☐	
M20 Complaints and action	☐	☒	☐	☐	☐

Comments
M17 Review is often informal, but the management of the school has a clear interest in developing its facilities and resources. An example of this is the work being carried out to develop new support materials for the general English courses (see T13). M18 Written feedback is sought at the end of a student's stay, but the return rate is low. Each student is spoken to during the first few days of a course to check that all aspects of his or her stay are satisfactory, and students are encouraged to talk to their teacher or the office with any problems. Significant steps taken as a result of student feedback include the installation of Wi-Fi throughout the school, and the recent refurbishment of the toilet facilities.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☐	
M22 Realistic expectations	☐	☒	☐	☐	

M23 Course descriptions	☒	☐	☐	☒	
M24 Course information	☐	☒	N/a	☒	
M25 Costs	☐	☒	☐	☐	
M26 Accommodation	☐	☒	☐	☒	☐
M27 Leisure programme	☐	☒	☐	☐	☐
M28 Staff qualifications	☐	☐	N/a	☐	☒
M29 Accreditation	☐	☒	N/a	☐	☐

Comments

Publicity consists of a website and a colour brochure. The school also has a social media presence.
M23 Insufficient information is given about the objectives and levels of the general English courses.
M24 The minimum age for enrolment on general English courses is given as 16, but only in the FAQ section of the website. It should be more easily found.
M26 The definition given of the term 'homestay' is confusing in that it contains the words 'private accommodation', just above a paragraph which talks about renting private accommodation.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of its students and in accordance with its publicity. *Staff management* is an area of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☐	☐	
R2 Condition of premises	☐	☒	☐	☒	
R3 Classrooms and learning areas	☐	☒	☐	☒	
R4 Student relaxation areas and food	☐	☒	☐	☒	☐
R5 Signage and display	☐	☒	☐	☐	☐
R6 Staffroom(s)	☐	☒	☐	☒	☐

Comments

R2 The self-contained eighteenth century building has been upgraded internally to provide an attractive and characterful base for the school. The premises are clean and appropriately decorated.
R3 Classrooms are adequate in size for the student numbers, and most are furnished with seminar chairs, to maximise flexibility of layout.
R4 Students have a lounge in the basement of the school, and access to a kitchen area with free tea and coffee, a vending machine, and microwaves for heating food brought in. Cafes and restaurants are a short walk away.
R6 The staffroom offers facilities for work and lesson preparation; teachers also have access to the kitchen, with free tea and coffee.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☐	☒	☐	☒	
R8 Resources for teachers	☐	☒	☐	☒	
R9 Educational technology	☐	☒	☐	☐	
R10 Self-access facilities	☐	☐	☐	☒	☒
R11 Library/self-access guidance	☐	☐	☐	☐	☒

R12 Review and development	☐	☒	☐	☐	

Comments

R7 On general English courses, the programme is not based on a coursebook (see T12) but there is a plentiful supply of materials from which teachers can select resources to implement the syllabus.
R8 A photocopier, computers and a printer are available in the staffroom, and there is a portable data projector that can be used in conjunction with a laptop, as well as one classroom with a fixed data projector and computer. Portable CD players and mp3 players are also available. The teachers' computers have access to a commercial online learning platform.
R10 The student lounge has ten computers that can be used for self-directed learning, and Wi-Fi is available throughout the school. However, this does not constitute a specific or dedicated 'self-access centre'.

Resources and environment summary

The provision meets the section standard. The learning resources and environment support and enhance the studies of students enrolled with the school, and offer an appropriate professional environment for staff.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☒	
T2 ELT/TESOL teacher qualifications	☐	☒	☐	☐	
T3 Rationales for teachers	☐	☐	N/a	☐	☒
T4 Profile of academic manager(s)	☐	☒	☐	☐	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

Comments

T1 A rationale was presented for one teacher without a Level 6 qualification. In view of her engagement with post-school education and training, this was accepted in the context of the current inspection.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☒	☒	☐
T7 Timetabling	☐	☒	☐	☐	
T8 Cover for absent teachers	☐	☒	☐	☐	
T9 Continuous enrolment	☐	☒	☒	☒	☐
T10 Formalised support for teachers	☐	☒	☐	☐	☐
T11 Observation and monitoring	☐	☒	☐	☐	☐

Comments

T6 Deployment of teachers is based on observations by the DoS, and feedback from students. Rotation of teachers to ensure experience at different levels is encouraged, and teachers are supported in developing the skills necessary to extend their work into new areas, for example examination classes.
T9 Continuous enrolment is a significant feature of the school and teachers are guided in dealing with the logistical and classroom management implications. The self-contained weekly syllabus structure enables short-term students to undertake coherent work within a specific area of study.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☐	☒	
T13 Review of course design	☐	☒	☐	☒	

T14 Course outlines and outcomes	☒	☐	☐	☒	
T15 Study and learning strategies	☐	☒	☐	☐	
T16 Linguistic benefit from UK	☐	☒	☐	☐	

Comments

T12 A clear statement of the communicative basis of the course design is in place. Courses are not based on a coursebook, but are constructed by the teachers around a weekly "scenario" which defines the language and communicative features to be covered at each level.
T13 Course design is reviewed regularly, and the DoS is working on the development of online support materials to reinforce and extend the learning opportunities available to general English students. Support of this kind is already available for examination classes.
T14 No information is currently provided for students about the specific learning outcomes that their classes will focus on.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☐	☐	☐
T18 Monitoring students' progress	☐	☒	☐	☒	
T19 Examination guidance	☐	☒	☐	☒	☐
T20 Assessment criteria	☐	☐	☐	☐	☒
T21 Academic reports	☐	☒	☐	☐	
T22 Information on UK education	☐	☒	☐	☐	☐

Comments

T18 Student progress is regularly reviewed at the weekly teachers' meeting, and the DoS is always available to talk to any students wanting to change levels. The general expectation is that students will move up a level after 12 weeks.
T19 The school offers preparation for IELTS and a number of general English examinations. Information and guidance for students is readily available from the DoS.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	General English; one-to-one business English

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	☐	☒	☐	☒	
T24 Appropriate content	☐	☒	☐	☒	
T25 Learning outcomes	☒	☐	☐	☒	
T26 Teaching techniques	☐	☒	☐	☒	
T27 Classroom management	☐	☒	☐	☒	
T28 Feedback to students	☐	☒	☐	☒	
T29 Evaluating student learning	☐	☒	☐	☒	
T30 Student engagement	☐	☒	☐	☒	

Comments
T23 Most teachers provided clear and appropriate models, and were aware of the linguistic systems of the language. T24 The content areas were appropriate for the participants in all classes seen, particularly in the one-to-one classes. T25 In many cases, it was not clear how the activities planned would lead to specific learning outcomes. In general plans were wordy, and it was often difficult to see a coherent development through the lesson. T26 A range of teaching techniques was seen, with some good focus on specific language features through repetition and drilling. However, there were examples of an over-reliance on teacher explanation. T27 Some good use of multimedia resources was observed. Classes observed were largely static, with little evidence of the use of the classroom space to set up different interaction patterns. There was some good practice in terms of the layout and use of the whiteboard, but in some classes board work was not well organised. T28 Correction and feedback was generally appropriate in terms of quantity, but some teachers made use of a very limited range of techniques in this area. T29 In the stronger segments observed, there was a conscious focus on activities which allowed an evaluation of student learning. T30 Students were generally engaged and the learning atmosphere was positive, with good rapport in the classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to good, with the majority being satisfactory. Teachers were aware of the language systems, and were able to plan lessons based on appropriate content. However, the intended learning outcomes were not always clear. The delivery of the lessons involved a range of techniques and made use of available resources. Students received feedback on their performance in all classes observed, and the learning atmosphere was consistently positive.

Teaching and learning summary

The provision meets the section standard. Teachers have appropriate qualifications and are given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☐	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☐	☐	
W4 Dealing with abusive behaviour	☐	☒	☐	☐	
W5 Emergency contact number	☐	☒	N/a	☒	☐
W6 Transport and transfers	☐	☒	☒	☒	☐
W7 Advice	☐	☒	☐	☐	
W8 Medical and dental treatment	☐	☒	N/a	☐	

Comments
W1 The school takes the safety and security of its students very seriously. However, the main entrance to the building is open during school hours and, although the main office is always staffed, it is not always possible to be aware of who is entering and leaving the building. W2 Students benefit from a good level of pastoral care from all staff. They spoke highly of the levels of care in the school. Special attention is given to needs arising from religious observation and, when required, a classroom is made available as a prayer room. W5 Students are given more than one emergency number, which is confusing. Consideration should be given to issuing one emergency contact number and sharing the phone among staff. W6 Transport and travel arrangements are clear and effective. The school uses a trusted local taxi company for airport pick-ups. Their staff are PVG checked. The general manager frequently picks up and drops off students and this personalised service was commented on very favourably by students in the under 18s focus group.

Accommodation profile

Comments on the accommodation seen by the inspectors
The school offers homestay accommodation arranged through an accommodation agency. At the time of inspection ten students were staying in homestay accommodation organised by the agency, and the remaining students were staying with family or in privately rented accommodation. Four under 18s were reported as staying in 'privately rented accommodation': in fact, three of these were staying with friends of their families, and one was staying in a homestay organised by her parents. One inspector met the owner of the accommodation agency used by the school and visited three homestay providers. The owner of the agency and the hosts have worked with the school for a number of years and all showed a good understanding of the needs of international students and their duty of care to under 18s. All accommodation visited was of a high standard and students were very satisfied with the provision.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☒	☒	☐
W10 Accommodation inspected first	☐	☒	☐	☐	☐
W11 Accommodation re-inspected	☐	☒	☐	☐	☐
W12 Accommodation registers	☐	☒	☐	☐	☐
W13 Information in advance	☐	☒	☐	☐	☐
W14 Student feedback	☐	☒	☐	☒	☐
W15 Meals in homestay/residences	☐	☒	☐	☐	☐
Comments					
W9 All accommodation visited was of a high standard and facilities for the students were very good. In all three homestays visited there was evidence of hosts making every effort to understand and cater for the needs of their students. W14 Student feedback is collected but not all students provide it. The questionnaire used could be made simpler and more student friendly, and a more systematic approach should be taken, to ensure students return the forms.					

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	N/a	☐	☐
W17 Rules, terms and conditions	☐	☒	☐	☐	☐
W18 Shared bedrooms	☐	☒	N/a	☐	☐
W19 Students' first language	☐	☒	N/a	☒	☐
W20 Language of communication	☐	☒	N/a	☐	☐
W21 Adult to welcome	☐	☒	N/a	☐	☐
Comments					
W19 In one homestay visited, two students with the same language were accommodated. A letter from parents was shown to say they agreed to this.					

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☐	☐	☐	☒
W23 Health	☐	☐	☐	☐	☒
Comments					
No residential accommodation is offered.					

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☒	☐	☐	☐
W25 Other accommodation	☐	☐	N/a	☒	☒

Comments

W25 No other accommodation is offered.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	☐	☒	☐	☒	
W27 Leisure programmes	☐	☒	☐	☒	☐
W28 Health and safety	☐	☒	☐	☒	☐
W29 Responsible person	☐	☒	☐	☐	☐

Comments

W26 A large noticeboard in the main foyer displays clear information about the leisure programme and local events. This is updated daily.
W27 Students are offered a range of programmes and excursions in the summer months. Great attention is paid to organising activities which are free or low cost.
W28 Comprehensive risk assessments for the various activities were seen.

Welfare and student services summary

The provision meets the section standard. The needs of students for information, leisure activities, pastoral care and security are met. The management of the accommodation is thorough and there is good communication between the school, the homestay agency and the hosts.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☐	☒	☐
C2 Guidance and training	☐	☒	☐	☒	☐
C3 Publicity	☒	☐	☐	☒	☐
C4 Recruitment procedures	☐	☒	N/a	☒	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☒	☒	☐
C6 Safety and supervision outside scheduled lessons and activities	☒	☐	☐	☒	☐
C7 Accommodation	☐	☒	☐	☐	☐
C8 Contact arrangements	☐	☒	N/a	☒	☐

Comments

At the time of inspection almost half of the students enrolled on adult courses were aged 16 or 17. The school offers closed-group courses for under 18s but there were none at the time of inspection.
C1 There is a basic safeguarding policy in place but it would benefit from expansion, and from being regularly reviewed and updated.
C2 Staff are very aware of the safeguarding policy and of their responsibilities relating to it. All new staff are required to undertake online safeguarding training, and records are kept in staff files.
C3 Publicity does not give an adequate description of the level of care for under 18s. There are no details about supervision outside class times.
C4 The school has a safer recruitment policy. However, in one teacher's file details had not been adequately recorded of the telephone reference that had been obtained.

C5 Under 18s are highlighted on class registers and any absences are reported to the main office immediately. Adult students are made aware of the presence of under 18s in classes and care is taken in the selection of teaching materials to ensure materials are suitable for all age groups. Leisure activities are carefully selected to ensure they are age appropriate and the leisure activities organiser has a robust checking system in place to make sure under 18s do not take part in inappropriate activities such as pub nights.
C6 There is no letter of consent signed by parents agreeing that their child will not be supervised when travelling to and from school, during breaks and outside organised leisure activities. Students are not provided with a clear set of rules as to what they may and may not do outside supervised times.
C8 Contact details for parents and guardians are collected on arrival.

Care of under 18s summary

The provision meets the section standard. A safeguarding policy is in place, designated members of staff have been fully trained and other members of staff have been trained to an appropriate level. Good arrangements are in place for the safety and supervision of under 18s during scheduled lessons and activities. However, parents need to be given a full description of the level of care available and students need to be provided with a clear set of rules as to what they may and may not do outside supervised times.

Report expires 31 March 2021