

Organisation name	UK2Learn, Head office Godalming
Inspection date	17–18 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. However, evidence should be submitted within six months to demonstrate that weaknesses in W1 and W2 have been addressed. The required information was subsequently submitted.

Summary statement

The British Council inspected and accredited UK2Learn 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).

This private language school offers residential courses in general English for under 18s.

Strengths were noted in the areas of strategic and quality management, premises and facilities, teaching, accommodation, and safeguarding under 18s.

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

Introduction

UK2Learn was founded in 2006. It is a family-run organisation which runs a two-week residential summer English language and activity course for seven to 17 year-olds. The organisation also provides a guardianship service and places overseas students in independent boarding schools or state schools for immersion programmes for periods from two weeks to a whole year.

The lessons and many of the activities take place at Barrow Hill School and accommodation and evening activities take place at King Edward's School. The two schools are located in the same village close to each other. British boys and girls are recruited locally and there were around a dozen British children taking part in lessons and all activities.

Many of the year-round staff, including the principal/director of studies (DoS), and the general manager, decamp from the head office in Godalming and spend the two weeks in Barrow Hill School.

The inspection took one full day, one half day and a part of a day. Meetings were held with the principal, the general manager, the assistant director of studies (ADoS), the student welfare and safeguarding manager, the activity co-ordinators, group leaders and a representative from the host school. Focus group meetings were held with students and teachers. One inspector visited the residential accommodation at King Edward's School and met a representative from this school. All teachers were observed in class and the active English workshops were also observed.

Address of main site/head office

Crossways, Heath Lane, Godalming, Surrey GU7 1UN

Description of sites visited

Barrow Hills School is a preparatory boarding and day school in the heart of the Surrey countryside. Set in 33 acres, the Arts and Crafts former country house with formal gardens, was completed in 1909. The main building houses the chapel, the staffroom, a range of administrative offices used by the host school staff, classrooms, dining hall and kitchens. UK2Learn had six classrooms in use at the time of inspection. In addition the organisation can use the art room, the cookery room, the IT room, the science lab, the dance studio, sports hall and music block for the Active English sessions. UK2Learn also has access to the many sports facilities on site which include playing fields for a wide range of sports, and an indoor swimming pool. There are toilet facilities for staff and students throughout the building. Details of King Edwards School are in the accommodation profile. These two schools were first used by the organisation in 2017.

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

The organisation offers children aged seven to 17 a two-week general English residential course with activities. The course programme for the two weeks consists of 21 hours of EFL classes and 15 hours of Active English which included in 2018 film animation, cookery, art, drama, dance and DJing.

Accommodation profile

Living and sleeping accommodation is provided at King Edward's School, about three miles from Barrow Hills School, where the teaching and most of the activities take place. Please see the premises profile for details of the Barrow Hills School premises. The accommodation at King Edward's School comprises separate blocks for boys and girls with communal areas providing a common room, a games room and a kitchen. Bedrooms are for one, two

and four people. Older students are normally accommodated in single rooms. A hall is available for evening and weekend activities. Meals are served in a dining hall.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The school operates effectively and responsibly to the benefit of its students and staff and in accordance with stated goals and values. Communication and staff collaboration both at an informal and formal level are very good. Operational management structures are in good order. Publicity is clear and accurate. *Strategic and quality management* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The buildings and grounds provide secure and attractive environments for students to relax and to pursue their studies and leisure activities. There is an adequate range of teaching resources which are enough for course needs. *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 profile is satisfactory. Teachers are given appropriate support where needed to ensure that their teaching meets the needs of their students. The course programme is well managed and the teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Overall the provision is of a good standard and levels of care and supervision are high. Accommodation is of a high standard and fully meets student expectations. The activities programme is varied and stimulating. However, adequate premises risk assessments and emergency plans are not in place. *Accommodation* is an area of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. The school takes safeguarding very seriously and a dedicated team of staff is responsible for it. Policies and procedures are in place and are known to all staff. All staff are trained at an appropriate level. Recruitment procedures include all required checks. Supervision arrangements are appropriate to the ages of the students and exceed the recommended ratios. *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.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M1 The principal has given considerable thought to the values and goals of the organisation this year. She has shared all aspects of future planning with her staff. The mission statement is made known to staff, students and

their parents in publicity and on boards throughout the school. 'Learn English, make friends and have fun with UK2Learn' is a true reflection of what the principal and her staff hope the two-week course will give the students in their care.

M3 The head office staff decamps to Barrows Hill school for the duration of the course. Many staff on both the academic and activity side are returners which provides good continuity.

M4 The principal has no office of her own but works in the staffroom during the two-week course. This ensures that communication is prompt and effective and enables staff to provide each other with constructive support if needed.

M5 Quality control procedures are of a high standard. Students are given a brief but pertinent early bird questionnaire and a well-designed exit questionnaire. Feedback procedures also include daily feedback on the teachers and the lessons. The obvious and genuine interest that all staff take in the students ensures that problems are quickly highlighted, and action taken.

M6 Staff feedback procedures include staff meetings, exit questionnaires and interviews. A close working relationship ensures that staff suggestions and any problems can be aired, and action taken.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M10 Recruitment procedures are detailed and effective. Many of the staff, both academic and activity, are returners which provides a good level of continuity. Great care is taken to appoint the right persons to fit in with the existing team.

M11 All staff are invited to a day-long induction session prior to course start. The induction covers health and safety and safeguarding. Activity staff and academic staff are then separated for sessions relevant to their work on the course.

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

Comments

M14 Prompt, thorough and sound support for students and their parents/guardians at the pre-enrolment stage and beyond is provided.

M16 Enquiries and subsequent enrolments are dealt with speedily. Information is quickly dispersed to relevant staff members.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments
The publicity consists of an annually published printed brochure, contents of which can also be found on the organisation's website, and some social media sites. M29 The Accreditation Scheme marque is currently incorrect and will be amended when the brochure is next published which is planned for autumn 2018. The marque is correct on the website.

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.	Strength
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.	Met

Comments
P2 Classrooms are of a good size and allow for a variety of configurations to accommodate the teachers' chosen activities. P3 Although there is no dedicated student common room, the students use the dining hall at break times and in good weather the terrace and play area just outside the dining hall. There are cosy, comfortably furnished areas throughout the building where students can relax. P4 Students have all their meals in the large dining rooms. The food was sampled by the inspectors and found to be plentiful, and tasty. Salad, vegetables and fruit are always available. The representatives in the student focus group were complimentary about the food.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

All criteria in this area are 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

T4 The staff member who has been providing additional academic support is not TEFLQ. She is TEFLI and has QTS. A rationale was provided and accepted in the context of this inspection. She has been assisting the principal/DOS and all other staff members on this two-week course since 2007. She is familiar with the needs of both staff and students and more than capable of carrying out the support duties allocated to her.

Academic management

Met

T5 Teachers are matched appropriately to courses.

Met

T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.

Met

T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.

Met

T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.

N/a

T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.

Met

T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.

Met

Comments

T10 Although it is such a short course (two weeks) all teachers have been observed and received feedback. Teachers reported that they had found the feedback on their lessons both useful, constructive and developmental.

Course design and implementation

Met

T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.

Not met

T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.

Met

T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.

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.

Strength

Comments

T11 There is no specific course design. Teachers are given a free hand to plan and present each lesson with their own chosen materials. Teachers produce a daily lesson plan and a scheme of work to cover the nine teaching days.

T14 The Active English sessions that follow the lessons in the classroom stand alone and are not linked to the

classroom teaching. These classes provide students with opportunities to practise and learn new language relevant to the activities provided.

T16 The daily presence of the local British students encourages students to practise their language skills outside the classroom during the Active English sessions and the many social and leisure activities organised for them all.

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.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T22 The principal is particularly well placed to provide students and their parents/guardians with the information they require should they wish to enrol in the UK education system. This is because she runs a company which provides a guardianship service through which she has close contact with many UK schools and she provides complete immersion stays for overseas students in a number of UK schools well known to her.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	EFL classes and Active English classes

Comments

All Active English options available were also observed. Two of the EFL teachers were engaged on the Active English options and were observed leading these sessions and a further four non-TEFL staff were working on the remaining options and were also observed.

Teaching: classroom observation	Area of strength
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.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
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

T23 On the whole, teachers were able to model language well. Grammar points were explained effectively in most cases.

T24 All lessons were well planned with clear objectives. Vocabulary development, listening and storytelling matched the schemes of work, and at the right level. Topics chosen were relevant and appropriate. Teachers were sensitive to the learners' different and varied needs.

T26 A range of techniques appropriate for use with this age group was seen, including working in pairs and groups,

eliciting rather than supplying language, and peer group help, which included help from the British students. Games, discussions, story writing and a range of interactions were, on the whole, managed effectively.

T27 Overall teachers used the space in the classrooms well and kept students active by moving them around; changing groups and pairs, and mixing nationalities provided excellent opportunities for students to communicate. The activity leaders provided assistance in some classes to ensure a smooth transition between the livelier activities. A range of classroom resources was used well.

T28 All teachers gave positive and encouraging feedback to the students and some used a good range of correction techniques but there was only limited pronunciation work noted. Students benefited from good-natured peer correction by the British students in some classes.

T30 There was a positive and hard-working atmosphere in most of the classes observed. Teachers were helpful, responsive and encouraging. They were kind and interested in their students. The students were enjoying the learning process and feedback procedures indicated a high level of satisfaction with the teaching, which was confirmed by students in the focus group meeting. Teachers used language that matched students' individual levels of English.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory, with the majority of segments observed being good. Teachers showed a good knowledge of English and in most cases presented appropriate models for the students to follow. Lessons were well planned and classroom activities were usually coherent and purposeful. The techniques employed were appropriate to the ages of the students in most cases. There was a very positive learning atmosphere in all the lessons. Students were attentive, receptive and engaged overall.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

W1 No adequate risk assessments of the premises were in place at the time of the inspection. The school had begun to take steps to address this issue by the end of the inspection. No fire drills had been carried out by the beginning of the inspection in the second week of the course but one fire drill evacuation was carried out at the residential premises on the second day of the inspection after the lack of fire drills had been brought to the attention of the school.

W2 No emergency plan or major incident procedure was in place at the time of the inspection.

W3 The school provides a high level of pastoral care. Staff understand student needs and vulnerabilities and have a supportive and caring approach to welfare issues. They know their students well and are sensitive to their ages and backgrounds.

W4 There is a well-developed policy on tolerance and respect which includes detailed guidance on recognising abuse. A written code of conduct is agreed to and signed by students and parents at or before enrolment. A policy on extremist behaviour is posted online. Wi-Fi is filtered with parental controls in operation.

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.	Met
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.	Met
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 The residential accommodation provided is of a high standard and is well suited to the ages of the students. Bedrooms are of a good size, are comfortable and provide work space and storage space. Common areas are pleasant and provide recreational facilities together with a kitchen for making drinks and snacks. Wi-Fi is available.

W10 Bedrooms and communal areas are cleaned regularly and laundry is done twice weekly. The premises are well maintained in a clean and fresh condition. Bed linen and towels are changed weekly.

W13 Written feedback is obtained within the first four days of arrival and oral feedback is obtained earlier. Resident staff have continuing daily contact with students and group leaders and check routinely for any problems. A log book is kept where any problems are noted and the action taken is recorded.

W15 Meals are of a high standard, with a choice of dishes and healthy options. They are varied and appetising. The school monitors the catering constantly and communicates with catering staff on an ongoing basis. Students spoke highly of the quality of the food provided.

Accommodation: homestay only

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

Comments

No homestay accommodation is provided.

Accommodation: other

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

Comments

None.

Leisure opportunities

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	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.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W24 A varied and interesting activity programme is provided, offering students plenty of choice. Age differences are taken into account, particularly where contact sports are concerned. Students spoke very positively of the provision.

W25 The activities programme is led by a named person supported by a team of six activity leaders. Teachers also participate in the programme. Excursions are well organised and are prepared in advance with briefings, maps and other information.

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.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	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

All students are under 18. The age range is seven to 17 years old.

S5 Students are fully supervised by staff throughout the day and are not permitted to leave the premises unsupervised at any time. There is a high staff student ratio, with group leaders additional to this. Students are occupied throughout the day; where appropriate, leisure activities are organised to take into account the different ages of the students.

S6 Students are supervised throughout the day and in the residential accommodation at night. All activity leaders are resident and contribute to overnight supervision. Group leaders are also resident and participate in the supervision of their own groups. Students and parents sign their agreement to a code of conduct. Coach transfers between the teaching premises and the residential premises are carefully monitored and supervised.

S7 A high level of residential accommodation is provided (see W9). Recommended supervision ratios are exceeded. Security of the premises is ensured by the use of keypads at all entrances. These are deadlocked at night time. Students spoke highly of the residential accommodation.

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	March 2010
Last full inspection	July 2014
Subsequent spot check (if applicable)	July 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	Immersion programmes, guardianship services.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2007
Ownership	Name of company: UK2Learn Company number: N/a
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	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	6	6
Full-time ELT (15+ hours per week) aged under 16	54	54
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	60	60
Junior programmes: advertised minimum age	7	7
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Russian, Chinese, Spanish, Italian	Russian, Chinese, Spanish, Italian
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	6	6
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	6	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	2	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	2
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	1
Teachers without appropriate ELT/TESOL qualification	1
Total	6
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	0	0
Private home	0	0
Home tuition	0	0
Residential	0	60
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s		
	0	60
Overall total adults + under 18s		60