**Organisation name**: UK2Learn, Godalming  
**Inspection date**: 23 July 2015

### BACKGROUND

#### Organisation profile

<table>
<thead>
<tr>
<th>Inspection history</th>
<th>Dates/details</th>
</tr>
</thead>
<tbody>
<tr>
<td>First inspection</td>
<td>March 2010</td>
</tr>
<tr>
<td>Last full inspection</td>
<td>July 2014</td>
</tr>
<tr>
<td>Subsequent spot check (if applicable)</td>
<td>N/a</td>
</tr>
<tr>
<td>Subsequent supplementary check (if applicable)</td>
<td>N/a</td>
</tr>
<tr>
<td>Subsequent interim visit (if applicable)</td>
<td>N/a</td>
</tr>
<tr>
<td>Other related non-accredited activities (in brief) at this centre</td>
<td>N/a</td>
</tr>
<tr>
<td>Other related accredited schools/centres/affiliates</td>
<td>N/a</td>
</tr>
<tr>
<td>Other related non-accredited schools/centres/affiliates</td>
<td>UK2Learn also runs Immersion Programmes which place students in secondary schools to provide English language practice and a UK educational experience. In addition, it runs a guardianship service.</td>
</tr>
</tbody>
</table>

#### Current accreditation status and reason for spot check

<table>
<thead>
<tr>
<th>Current accredited status</th>
<th>Accreditation under review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for spot check</td>
<td>Signalled: end period under review</td>
</tr>
</tbody>
</table>

#### Premises profile

| Address of main site                          | Luckley House School  
|                                              | Luckley Road  
|                                              | Wokingham  
|                                              | Berkshire RG40 3GU |
| Details of any additional sites in use at the time of the inspection | None |
| Details of any additional sites not in use at the time of the inspection | Wellington Academy, Tidworth, Wiltshire SP11 9RR  
|                                              | St Saviour’s Church, Woodbridge Road, Guildford GU1 4QD  
|                                              | Crossways, Heath Lane, Godalming GU7 1UN |
| Sites inspected                          | Luckley House School, an independent day and boarding school for girls with residential accommodation for around 100, is located on the outskirts of Wokingham, about 40 miles from London. The main building is set within attractive grounds. Facilities include a spacious dining room, a sports hall, teaching rooms and offices, with residential accommodation for the students on the first floor. A separate sixth form block is similarly arranged with teaching rooms on the ground floor and residential accommodation above. The premises are very well maintained and are ideally suited to a residential summer course for young learners. |

#### Student and staff profile

| Total ELT/ESOL student numbers (FT + PT) | 68  
| Minimum age (including closed group or vacation) | 8  
| Typical age range | 11–15  
| Typical length of stay | 2 weeks |

At inspection | In peak week July week 2

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INTRODUCTION

Background

UK2Learn was founded in 2006 by the principal, who has had over 30 years’ experience in the EFL industry, both in the UK and overseas. Her experience has included teaching, teacher training and school management. As well as running summer and Easter vacation courses for under 18s, the organisation offers courses that can be tailor-made to meet the needs of particular clients.

The summer course for students aged 7–17 includes General English language classes in the mornings, and Active English in the early afternoons. During Active English, students choose from a wide range of activities including art, drama, business and marketing, fashion, film making, photography, public speaking and singing, amongst others, often taught by specialists without EFL experience. Students practise their English while focusing on the chosen option. There are daily sports sessions, evening activities and two full day excursions per week. An interesting feature is the inclusion of local English students, some of whom study at the school during the academic year, in language and Active English classes, sports and on excursions. Four were present at the time of the spot check.

A full inspection in 2014 had identified a number of criteria which were not met, in particular in the Care of under 18s section and the organisation was placed under review, to be ended by a spot check in 2015.

Preparation

Inspectors read the 2014 report and paperwork forwarded by the Accreditation Unit, and viewed the website. The reporting inspector phoned the school to check availability of key staff but did not inform them of the exact date of the spot check.

Programme and persons present

The spot check inspection lasted just over half a day. It took place when the summer programme had been running for eight days. A new group of Chinese students had just arrived and were being tested and inducted. The inspectors checked the thorough documentation provided, had meetings with the principal, the director of studies (DoS), and the programme manager who deputises for the principal, held focus groups with the five teachers, with a group of new and returning students, and several group leaders, met a visiting agent, sampled lunch, and checked the dormitory accommodation and the teaching rooms.

FINDINGS

The principal acted immediately following the last report. UK2Learn is growing and the need for additional administrative support was evident. An experienced teacher who had helped with the first accreditation inspection was appointed as DoS /vice principal to help prepare for 2015, improve systems and formalise policies and procedures. Two new administrators, who job share, have also been taken on to support the administration manager.

In previous years UK2Learn has run Easter and summer courses at Wellington College and Luckley House School, respectively. This year only the programme at Luckley House School was run from July to August 2015.

Most students come in groups with group leaders; about 20 per cent book as individuals

Staff numbers vary according to the daily options. On the day of the spot check there were 68 students, seven parents, eight group leaders, four local students and 14 UK2Learn staff on site.

Action has been taken on almost all the points to be addressed.

Staff qualifications

The academic management team comprises the principal and the DoS. The principal is TEFLQ by virtue of an MA in TEFL and a diploma-level qualification. The DoS is TEFLI and an experienced qualified secondary school teacher but in an unrelated subject. She has several years’ experience of the UK2Learn organisation.
Five teachers were teaching at the time of the spot check.

Two rationales were provided for teachers who did not have a level 6 qualification or equivalent. These were accepted in the context of this inspection.

Two teachers had TEFL qualifications which did not meet the requirements of the Scheme. One was part-way through a diploma-level course, and both had substantial relevant experience. The rationales provided were accepted in the context of this inspection.

The other teachers had degrees or equivalent qualifications and were TEFLI. One has, in addition, QTS for primary level students.

### Care of under 18s

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not met</th>
<th>Met</th>
<th>Strength</th>
<th>See comments</th>
<th>N/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 Safeguarding policy</td>
<td></td>
<td>☒</td>
<td></td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>C2 Guidance and training</td>
<td></td>
<td>☒</td>
<td></td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>C3 Publicity</td>
<td></td>
<td>☒</td>
<td></td>
<td>☒</td>
<td></td>
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<tr>
<td>C4 Recruitment materials</td>
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<td></td>
<td></td>
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<tr>
<td>C5 Suitability checks</td>
<td></td>
<td>☒</td>
<td>N/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C6 Safety and supervision</td>
<td></td>
<td>☒</td>
<td>N/a</td>
<td></td>
<td></td>
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<tr>
<td>C7 Accommodation</td>
<td></td>
<td>☒</td>
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<td></td>
<td></td>
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<tr>
<td>C8 Contact arrangements</td>
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</table>

**Comments**

The majority of the students on the summer course are 7–17 years old. A handful of parents enrol alongside their children, and separate classes, one-to-one or small group, and extra visits are provided for them and group leaders. C1 There is a detailed and thorough safeguarding and child protection policy, written in accessible English and covering all the important aspects of the provision. C2 The safeguarding policy is included in the staff handbook, which all staff receive before their induction, two days before the start of the course. Their induction included training by senior staff. Agents, parents and group leaders also receive information on policies and procedures. C3 The safeguarding policy is on the website so there is a clear, simply written description of the level of care provided. C4 Recruitment procedures include reference to the organisation’s commitment to safeguarding, and the required procedures are followed: references have been taken up, emails and interview notes demonstrate that satisfactory explanations were obtained for any gaps in CVs, and identity and qualifications have been verified. C5 All staff have been DBS checked. In one case where the check had been applied for but not yet come through, the teacher worked with a DBS checked assistant at all times. C6 There is a busy leisure programme which keeps students engaged. Attendance on activities and excursions is compulsory. There are only three periods of 30 minutes each day, after lunch and before and after dinner, when students may leave the site to visit the local shops. Permission has to be obtained from the principal or programme manager, there is a signing out system, and conditions apply i.e. they go in small groups of two or three students. The book for signing out/in was seen. Supervision ratios for leisure activities were met. A number of the group leaders spoken to on site were experienced and/or returning leaders. They knew, and stated, that their responsibility on trips was solely for their own group although documentation did not state this. It was amended following the spot check. Staffing levels are generous to provide safe supervision and roll calls throughout the day ensure students’ whereabouts are known. C7 Boys and girls are accommodated in separate buildings, with same gender adult supervision in both, and separate washing and bathing facilities for adults and the under 18s. C8 Contact details for parents and guardians are collected, and held by senior staff. All parents, group leaders and agents are given the school’s emergency number, which is the principal’s mobile.
Care of under 18s summary

The provision meets the section standard. Thorough policies and procedures are in place for the welfare and safety of all the under 18s during classes and leisure activities and in accommodation. They are made known through the staff handbook, guidelines for parents, group leaders and students, staff induction days and student welcome meetings. Monitoring ensures they are implemented.

POINTS TO BE ADDRESSED

Points to be addressed from the previous inspection report with comments (in bold) to indicate how far these have been addressed

Points to be addressed in 2014 were prioritised as set out below.

Points which must be addressed before accreditation can be recommended

Management

M1 Sampling identified the following issues; teachers’ holiday pay is included in their hourly rate; clear guidelines about licensed photocopying are not displayed above all photocopying devices.

Addressed. The current contracts included the amount of holiday pay accrued per week worked. CLA guidelines are displayed above photocopying devices.

Care of under 18s

C1 The provider’s child protection policy has not been applied to its EFL courses.

Addressed. See C1 above.

C2 Staff working on residential courses have not been made aware of the child protection policy.

Addressed. See C2 above.

C3 The level of care and support is not described in publicity.

Addressed. See C3 above.

C4 Applicants are not informed of the following: that all gaps in C.Vs must be explained satisfactorily; that proof of identity will be required; that appropriate suitability checks will be required prior to confirmation of appointment; that reference requests will be followed up and that referees will be asked specifically whether they should not have responsibility for, or substantial access to, persons under 18.

The reference request form does enquire about an individual’s suitability to work with children, but this could be interpreted as a question concerning capability.

Addressed. See C4 above.

Points which must be addressed within six months

Management

M3 There was no job description for the administration manager.

Addressed. The administration managers now have job descriptions.

M29 Publicity sometimes claims accreditation for ineligible provision.

Addressed. The Accreditation Scheme marque is no longer used on the organisation’s folded A4 flyer which also includes the non-eligible provision offered.

Teaching and learning

T10 The DoS teaches a full timetable and there was no evidence of a professional development policy or formalised arrangements to ensure appropriate professional support. This absence had been noted in previous inspections.

Addressed. The induction day for teachers this year has been a full day, schemes of work and teaching were covered among other items, with a further day for planning and settling in before the students arrived. The current DoS only teaches when she is providing cover in any emergency. Otherwise she is available on a daily basis to help staff with lesson planning.

T11 Lesson observations were planned for later in the course but it was established that the teacher appointed to carry these out was not TEFLQ.

Partially addressed. The DoS who is TEFLI has done drop-in observations on two of the five teachers, prioritising the less experienced ones. The principal, who is TEFLQ, is doing formal observations of all the staff in the third week of the course.

T12 Teachers are instructed that they are free to use their own approach and course format if they wish. However, there was no evidence that the programmes of work produced are formally monitored by the academic management.

Addressed. Teachers are provided with guidance to help them draw up their schemes of work. They focus mainly on speaking but include the other skills, some aspects of British culture, and preparation for excursions. The schemes, some of which were sampled, are produced by teachers in advance but monitored by the DoS. Teachers told us they appreciate the autonomy they are given, and adapt their programmes in response to the testing they carried out, and to the interests of their students.
Welfare and student services
W4 Guidance for staff on how to respond if they witness or are subject to abusive behaviour is minimal. The student code of conduct is written in language that would not be easily understood by students with limited English proficiency. Addressed. The staff handbook now gives clear guidance concerning abusive behaviour in more accessible language.
W9 Adults (group leaders and school staff) share washing facilities with students. Addressed. Separate facilities are clearly marked for use either by adults (staff and group leaders) or by students.
W11 and W12 Evidence needs to be made available at future inspections. Not checked.
W14 There is currently no system for proactively eliciting early feedback from students on accommodation. Addressed. Teachers get feedback on accommodation from students. We saw a variety of methods used such as key words on posters produced by younger students as part of whole group feedback, completed questionnaires, and free writing by older students about their accommodation.
W17 Hosts had not been informed that they should carry out a risk assessment on their home. Partially addressed. Although no students were in homestay at the time of the spot check, inspectors saw examples of a blank template and one example of an assessment completed by a homestay provider.
W28 Risk assessment needs to include any onsite and offsite sports activities. Partially addressed. Risk assessments have been carried out for excursions and for on and off-site activities. Excursion packs include the names and mobile numbers of students, parents, group leaders and staff participating. There was, however, no space for notes or feedback, nor evidence that the risk assessments seen remain current and practical working documents. New risk assessments for sports were produced following the spot check, and one for tennis was forwarded to inspectors.

Other points to be addressed
M6 Completed references were not always seen on file and managers did not always confirm that original documents had been inspected. Addressed. The staff files sampled included references. Copies of documents seen had been verified.
M8 There was no evidence of a formalised policy to ensure the continuing professional development of all staff. M9 Although there are statements in the staff handbook about the objectives of professional development for teachers there was no evidence of formalised procedures to provide training for staff during the course. M8 and M9 Partially addressed. There is a brief staff development policy which inspectors consider appropriate to the length of the courses offered. Some training takes place during the induction, and teachers are monitored through observations, and through informal feedback from group leaders. Some permanent staff have undertaken training in safeguarding and first aid in line with organisational needs. M16 The recommended information for group leaders about their responsibilities during excursions contravened the rules of the Scheme.
M17 Any action taken as a result of review is not recorded in a systematic way. Not yet addressed.
M18 Action taken based on student feedback is not always recorded. Partially addressed. Feedback is listened to and the principal takes action if possible but this is not systematically recorded.
M22 The description of the services offered is sometimes exaggerated with claims of the ‘uniqueness’ of some provision being unfounded. Addressed with the re-printing of the 2015 A4 flyer.
M24 The number of taught EFL hours per week is either not given in all media or is inconsistent. Two of the classes observed had more than the advertised maximum number of EFL students in them. There is no information about the number of local British students who may be allowed to attend classes. Addressed. The number of taught hours in General English and Active English is clearly stated. The maximum size of class, including up to four local English students, is clearly stated.
M25 The requirement for deposits and general terms of conditions is not easy to find on the website. Addressed. This was on the website but immediately after the spot check, a link was added to the fees page to make it easily accessible.
M28 Some publicity describes teachers as being fully qualified and highly experienced, which is not true for the full range of staff teaching at any time. Addressed. These references to teachers’ qualifications and experience do not appear in the current publicity.
Premises and resources
R8 There were relatively few course books geared to the needs of younger learners.
Addressed. Inspectors looked briefly through the resources, which seemed satisfactory. Teachers in the focus group confirmed they had sufficient resources.

Teaching and learning
T14 Written course outlines are not made available to students.
Not yet addressed.
T15 There were no guidelines for the systematic inclusion of independent learning and study strategies in the course that would enable students to benefit from their programmes and continue their learning after the course.
This was not checked.
T24 On occasion the vocabulary used by teachers was not always appropriate for the level.
No teaching was observed so this could not be checked.
No teaching was observed so this could not be checked.
T28 Sometimes the meaning of new words was only explored through imprecise definitions and insufficiently through use in context. Very little corrective feedback was observed.
No teaching was observed so this could not be checked.
T29 In less successful segments students were not always well-prepared for learning activities. In addition, there were insufficient opportunities for student interaction as some teachers relied too heavily on their own input.
No teaching was observed so this could not be checked.

Welfare and student services
W8 Information on students’ rights under the NHS is very brief and non-specific. There is no reference to the cost of dental treatment.
Addressed. There are now brief details included in the letter to students, parents and group leaders.
W27 The age range accepted is wide (7 to 17) and some age-related differentiation might be desirable, especially for sports activities such as football.
Addressed. The programme manager who oversees the sports and leisure programmes is alert to the sizes of students signing up for each activity, and if he cannot provide parallel activities for the larger or small students, encourages them to sign up for some of the other attractive options.
C5 Evidence was seen of checks for some, but not all, group leaders.
Addressed. The school provided agents with templates, and addresses of the organisations to contact in their own countries. Agents sending group leaders had signed letters to say that they had carried out appropriate checks on the group leaders used. These letters were on file.
C6 Checking of accommodation blocks between roll calls could be more vigilant.
This could not be checked. However, registers are taken for all students six times a day.

CONCLUSIONS
UK2Learn has successfully addressed the most serious of the Points to be Addressed in the 2014 report, and now has written policies and rigorous procedures in place to promote the welfare and safeguarding of the under 18 students enrolled. Most of the other points have also been fully or partially addressed.

RECOMMENDATION
The period of review may now be ended; the next inspection falls due in 2018.

SUMMARY STATEMENT
Changes to summary statement
The summary statement can now be used.

Summary statement
The British Council inspected and accredited English in UK2Learn in July 2014 and July 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 vacation courses for under 18s and adults (18+).

Strengths were noted in the area(s) of leisure opportunities.

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

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**Points to be addressed outstanding from the previous inspection(s) or arising from this visit**

**Management**
M17 Any action taken as a result of review is not recorded in a systematic way.
M18 Any action taken based on student feedback is not systematically recorded.

**Teaching and learning**
T14 Written course outlines are not made available to students.
T15 There were no guidelines for the systematic inclusion of independent learning and study strategies in the course that would enable students to benefit from their programmes and continue their learning after the course.
T24 On occasion the vocabulary used by teachers was not always appropriate for the level.
T25 In the weakest segment, content was inappropriate and unfocused.
T28 Sometimes the meaning of new words was only explored through imprecise definitions and insufficiently through use in context. Very little corrective feedback was observed.
T29 In less successful segments students were not always well-prepared for learning activities. In addition, there were insufficient opportunities for student interaction as some teachers relied too heavily on their own input.
T30 Sometimes there was too much attention given to individual students at the expense of the group.

**Welfare and student services**
W11 and W12 Evidence concerning homestay registers and re-inspection visits needs to be made available at future inspections.
W28 There was no evidence that the risk assessments seen remain current and practical working documents.