

Organisation name	Bloomsbury International, London
Inspection date	5–6 June 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 must be submitted within three months that weaknesses in T10 and S6 have been addressed, and evidence must be submitted within six months that weaknesses in M3 and T4 have been addressed.

Summary statement
<p>The British Council inspected and accredited Bloomsbury International in June 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This large private language school offers courses in general English for adults (16+) and vacation courses for under 18s (5+).</p> <p>Strengths were noted in the areas of student administration, learner management, teaching, and care of students.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Bloomsbury International is situated in the heart of Bloomsbury, London. The immediate area has many language schools and a lively student community is evident.

Most of the school's students are adults (16+) although parent and child courses (5+) are offered in winter, spring and summer. About half the students are recruited through agencies and are a mix of short-stay students (one week) and long-stay (up to 24 weeks).

The husband and wife team, who are the two managing directors of the school, have other business interests both in the UK and abroad. They were not in the UK at the time of the inspection.

The centre manager has been in post for nearly two years and there have been relatively few staff changes in the past year. However, the school has been unable to fill the post of academic manager with an appropriately qualified candidate since August 2017.

The inspection took place over two days. The inspectors had meetings with the centre manager (CM) and the two members of staff providing academic support – a senior teacher an academic administrator – the head of marketing, human resources manager, accountant, and registrars. Focus group meetings were held with students and teachers, and all teachers scheduled to teach during the time of the inspection were observed. One inspector visited all three of the school's student houses and spoke by telephone with the two agencies that provide their homestay accommodation.

Address of main site/head office

6–7 Southampton Place, London WC1A 2DB

Description of sites visited

The school is located in two interconnected 18th century Georgian buildings. In the basement there is a café, student lounge, teachers' rooms and kitchen, and two small patio areas. The reception area is on the ground floor of number 6, adjacent to the main administrative office, and on the ground floor of number 7 there is a classroom, student resource centre, and theatre room; on the first and second floor of each building there are three classrooms (total 12) and a multi-faith room, and on the third floor there is one classroom and an office. Since the last inspection a third building which formed part of the premises has been sublet. The business interests of the managing directors, apart from Bloomsbury International, are served by offices on the school premises but are quite separate from all school activities.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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

General English classes are offered year round on a continuous enrolment basis. Classes run between 09.00 and 18.00 Monday–Friday. Classes last three hours with a 15-minute break after 90 minutes and students can choose from 10–50 45-minute lessons a week. One-to-one classes are offered to all students, usually as an add-on to their group classes, and one was running in the week of the inspection. Parent and child courses (minimum age five) are offered in January, April and June–August. At the time of the inspection there were three juniors following a junior programme and there were no 16 or 17 year-olds on the adult courses.

Accommodation profile

The school offers the following accommodation options: homestay, student houses/flat shares, and residential. The school manages three student houses, whilst the homestays and residences are provided by accommodation

agencies. The agencies providing the homestay and under-18 residential accommodation are both registered with the British Council. The school also uses another non-registered agency for residential accommodation for adult students.

The school's own student houses offer both standard and superior rooms. There are twin as well as single rooms, and the latter can be used for double occupancy also. These rooms are all offered on a self-catering basis.

The registered agencies' homestays are divided into categories according to the London transport zone they are located in, as well as standard or superior status. A weekly supplement is payable for private bathrooms.

The non-registered agency which provides residential accommodation for adult students was visited recently by the reporting inspector of this inspection and found to be entirely satisfactory.

During this inspection, all three student houses were visited and a number of rooms in each were seen; both standard and superior. All houses were clean and in a good state of repair, with the provision of facilities being appropriate.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Strategic and quality management is satisfactory, communication is good and there are sound procedures for obtaining feedback from staff. Review systems are comprehensive and constructive. Staff management and development is satisfactory and induction and appraisals procedures are good. Student administration is carried out to a high standard, and punctuality and attendance procedures are robust. Publicity is generally satisfactory, and in some respects it is good, but more information needs to be given about the level of care to students under 18 years of age. *Student administration* is an area of strength.

Premises and resources

The provision meets the section standard. Premises and facilities meet the needs of students and staff. Learning resources are appropriate and adequate in number to support effective learning and teaching.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The teaching team profile is satisfactory but the qualification profile of the academic management is unsatisfactory for the monitoring of teachers' performance. Course design is good and learner management is very good. The teaching observed met the requirements of the Scheme. *Learner management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for pastoral care, safety and security are well met by a conscientious team. Care is taken to ensure the different demographic groups within the school receive appropriate care, and the importance of tolerance and respect is made clear from enrolment through to course completion. Accommodation is suitable and efficiently managed, and an appropriate range of leisure activities is provided. *Care of students* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. The gathering and dissemination of information relating to the safeguarding of under 18s is well provided for, as is the safety and security of under 18s during lessons and activities. However, there is a lack of guidance and risk assessment in place to ensure the safety of 16 and 17-year olds outside of lesson times when studying on adult courses.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
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	Not met

times.	
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M3 The staffing structure is documented and known by staff. However, there has been no appropriately qualified academic manager in post since August 2017, and interim arrangements are insufficient to ensure the delivery of the provision and management continuity in the long term.

M4 There is a good balance of formal and informal meetings. Minutes of meetings are appropriately detailed and show action taken as and when necessary. Weekly teachers' meetings are well attended and staff reported that they are well informed. Communication with the directors when they are absent abroad is very good.

M6 Staff are asked to provide feedback during the weekly meetings for teachers and the bi-weekly meetings for other staff. Action taken is recorded. Use is also made of a complaints and suggestion box. Staff feel that they are listened to and that their views are valued and important to the managers. Staff leaving the school are asked to attend an exit interview.

M7 Review is an integral part of the school's policy. Input is provided by staff and student feedback and reports from three inspection schemes, including this one. Action points from the last inspection have been appropriately addressed and there is a comprehensive self-evaluation against Scheme criteria.

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.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
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.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M9 Job descriptions are clear and informative but there was evidence that they are not regularly reviewed to reflect the post holder's actual duties and responsibilities.

M11 Induction procedures are thorough and effective. The process is aided by the use of handbooks and detailed checklists. It was evident during interviews that post holders recruited over the past year or so were comfortable with their work environment and responsibilities.

M12 New staff are placed on a three-month probation period and after this time an appraisal interview takes place. If the appointment continues, appraisals are then annual, unless there is a reason for concern and the appraisal process then becomes part of the support procedure. Procedures for dealing with unsatisfactory performance are sensitive and very supportive.

M13 Professional development is available for all categories of staff and there was plenty of evidence that a wide range of training opportunities, both in-house and off site, had been taken up during the past 12 months. Teachers are actively involved in the process of their own development. Some financial support is available to upgrade qualifications.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and	Met

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

Comments

M14 Provision in this area is very good. Feedback from students interviewed indicated a high level of satisfaction with the professional and flexible attitude of staff in terms of customer service. Good use is made of email and social media.

M15 There is a range of ways students receive information: from agents, marketing department, registrars and managers. The staff have a good range of languages between them and can offer advice in the students' own language and most of the administrative staff also have relevant TEFL qualifications. There are computer-generated translations of the brochures in 15 languages. Student's representatives and school partners receive monthly updates by newsletter

M19 There is a comprehensive attendance monitoring policy in the student handbook, which includes sensitively conducted procedures followed by the school to ensure that students comply. An attendance spreadsheet is kept by management, administrative and academic staff. Students in the focus group were well aware of the policy and confirmed that procedures were followed.

M21 There is a clearly written complaints procedure in the student handbook and on the school website, indicating the ultimate option of complaint to an independent body. It was clear to inspectors that students' perception of the school is viewed as important.

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.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Strength
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity consists of a website, a brochure which can be downloaded from the website, fliers, and a social media presence.

M23 The English in the publicity is clear, accurate and accessible but there is an over reliance on internet-based translation tools for the 15 translations of the brochure. The terms and conditions page is not translated.

M24 Most information is clear and easy to find but details of public holiday closures only appear in the terms and conditions, and the maximum enrolment age is confusing on the parent and child course page.

M26 There is insufficient information on the level of care and supervision offered to students under 18 years of age to support the consent forms that parents are required to sign.

M27 The accommodation pages on the website include a photo gallery of the residences, and the pages in the brochure include student testimonials.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and	Met

decoration, and provide a comfortable environment for students and staff.	
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Strength

Comments

P4 There is a bright and welcoming cafeteria selling drinks and snacks at affordable prices, which is popular with students. Students are encouraged to include their likes and dislikes in a suggestion box. The local area is well supplied with sandwich bars and cafes.

P5 Signage is clear overall but some room labels are historic (Student Resource Room and Theatre Room) and the names do not accurately reflect their use.

P6 Teachers have the use of a large work room, a resources room and a well-equipped kitchen. There is a patio area outside the kitchen for their use.

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.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P7 There are sufficient and appropriate learning resources but many unused older editions of books sit alongside newer editions, making access more difficult than is necessary.

P8 There are appropriate resources for teachers overall but there are only very limited materials on teaching methodology.

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.	Not met

Comments

T4 The centre manager has appropriate qualifications and experience, and in the absence of a fully qualified academic manager is covering some of the academic management roles. The two academic managers who support her do not have appropriate qualifications. One has purely administrative responsibility; the other is a senior teacher studying for a diploma-level qualification, who is on a half teaching timetable and performs academic management duties, including formal observations. As the situation has lasted for ten months and there are no signs of a suitable appointment being made, the rationale provided was not accepted.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Strength
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.	Met
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.	Not met

Comments

T5 Good continuing professional development (CPD) is provided to extend the capacity of teachers to work on different courses.

T9 See T4. The senior teacher is in the staffroom before and after lessons and gives teachers advice and ideas daily. Less experienced teachers are given dedicated help. Practical CPD is organised mainly by the senior teacher. Sessions are frequent and teachers are paid to attend. Teachers spoke warmly of the support given by the senior teacher.

T10 The senior teacher who conducts most of the observations is not TEFLQ and this criterion cannot be met. However, teachers receive a range of drop-in and lengthy observations and helpful feedback is given. Observation feedback sheets are informative and provide a good way for teachers to reflect on ways to improve their classroom performance.

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.	Strength
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.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T11 The quality of course design is good. Although courses are coursebook based a principled syllabus and course overview document is available to teachers. It provides an overview of the core areas of the Common European Framework of Reference (CEFR). The teaching year is divided into four terms and coursebooks change termly. The structure of the syllabus helps to ensure that students do not repeat material if they study for longer periods.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
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	Met

information and advice.

Comments

T17 Assessment covers all relevant areas. Students complete an online test and before they are placed in class they complete a needs analysis. There is a useful level-based pro forma that teachers and managers use for the oral interview.

T18 Students' progress is assessed and recorded well. Weekly tests are recorded on the homework log and tutorials take place every four weeks. Tutorial records are focused and indicate learning objectives for the coming week.

T19 Students' learning is well supported and remedial students get an individual learning plan. Good procedures are in place for students to change classes, including a level test when necessary.

Classroom observation record

Number of teachers seen	11
Number of observations	11
Parts of programme(s) observed	Morning and afternoon general English classes, including an elective.

Comments

None.

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.	Strength
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Teachers showed a very good knowledge of language, and in most lessons there was good focus on sounds and pronunciation, particularly at word level. Most written models included phonetic script.

T25 Learning outcomes were clear, and lessons were coherent and well staged. There was a clear link between activities and outcomes. Potential difficulties were anticipated and pre-empted. In a few lessons activities went on too long.

T26 Teachers made confident use of a wide range of appropriate techniques, including elicitation, prompting and drilling.

T27 Interactive whiteboards and course materials were used well overall, although whiteboard displays were sometimes messy. Classes were managed so that there was sufficient student talking time in nearly all lessons but in the majority seating arrangements meant that most interactions went through the teacher.

T30 Clear instructions, good voice projection, appropriate pacing, and sensitivity to students' learning styles were all features of the best lessons observed. Learners were totally engaged in all lessons.

Classroom observation summary

The teaching observed met the requirements of the Scheme and segments ranged from very good to satisfactory, with the majority being good. Teachers had good language awareness and provided appropriate models of English. The content of lessons was appropriate to the group as a whole, and there was a clear link between learning outcomes and activities. There was a wide range of techniques employed by the teachers. A positive and purposeful learning atmosphere was established in all classes.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	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 Safety and security of students is well provided for, with thorough procedures in place for both the school premises and the school-owned student houses. This includes fire equipment checks and risk assessments. In addition, the school also has two trained fire marshals on the staff, and CCTV in all of their student houses, as well as on the school premises.

W2 The school has both a critical incident plan and an incident management process. These two documents complement each other with the first being a detailed plan of the various types of incident and who they might affect, and the second being a similarly detailed plan for how to respond to them. The incident management process contains a clear diagram of the process flow which details the direction of responsibility and communication across the whole school staff in the event of a serious incident.

W3 Alongside the open door policy of the welfare team, the school holds a welfare meeting on a weekly basis to which all students are invited to attend. This is advertised during induction and is also detailed in the student handbook and on welfare signs around the school. The school also offers support for students renting their own accommodation through advice given in the student handbook and a team of registrars who are on hand to offer further advice.

W4 The school has a clear policy on student behaviour, which includes the promotion of tolerance and respect. These policies are sent to all students during the enrolment process and checked during the induction procedure. There are also signs up around the school which emphasise core British values.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
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.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W10 The school's own student house carers visit each house four or five times a week and all communal areas are cleaned during these visits. There is a washing machine in each house with a drying rack in every room, as well as one in the garden.

W13 The house carers check the student houses for any problems during their visits. They maintain records of these checks and any issues are dealt with quickly. Any initial problems at this and other accommodation are identified during induction, in the first-week questionnaire, and at the weekly welfare meeting.

W14 Detailed information is provided in clear and accessible language. This is sent during the booking process, and all students must read and sign that they understand and agree to the rules laid out before their arrival in the UK.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
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.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All homestay accommodation is provided by an agency registered with the British Council. During the inspection one inspector spoke by telephone with the school's main contact at the agency, who confirmed that communication between the school and agency is good and all issues are handled in a timely manner. This reflects the comments of the school in relation to working with the agency.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
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.	Met
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

W25 The leisure programme is designed by one of the registrars and signed off by the centre manager. The school goes to considerable lengths to adapt the programme to the changing needs and requests of their students, which have included pool competitions, tea parties, conversation groups, and extra CV workshops.

Safeguarding under 18s

Safeguarding under 18s	
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.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's	Strength

safeguarding policy.	
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.	Not met
S7 There are suitable arrangements for the accommodation of students.	Met
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

The school accepts 16 and 17 year-olds on their adult courses. At specified dates throughout the year the school runs junior classes, as well as parent-and-child courses. The children from the latter join the junior classes, which have a minimum age of five and a maximum age of 17. At the time of the inspection there were three under 18s in the school in a closed junior class.

S2 The safeguarding policy is made known to all staff during the recruitment and induction process, where their understanding and agreement is checked and signed off. In addition, there are regular update sessions, particularly prior to junior groups arriving. This typically happens four or five times a year.

S4 All procedures for safer recruitment are in place and records show that they are closely followed. In addition to written and telephone references, the designated safeguarding lead (DSL) follows up with an online identity check of referees.

S5 The school runs classes for juniors and adults in the same building, and takes great care to make suitable arrangements to ensure the safety of juniors. Junior students must sign in and out at the beginning and end of the day, and upon arrival they wait in a holding room to be collected by their teachers. The breaks for junior students are held at different times from the adult students, and there are chaperones to take junior students from their classrooms to the canteen. Chaperones also accompany junior students to use the toilets.

S6 Although great care is taken to ensure the safety of students under the age of 16, those aged 16 and 17 have no code of conduct to follow outside of lesson times, besides a requirement to return to their accommodation at a certain time. Nor are there any risk assessments on file relating to what students of this age might do outside the scheduled programme.

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	April 2005
Last full inspection	May 2014
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	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Gendai Travel Agency Ltd. (building 6), Eikoku News Digest Ltd. (building 7)

Private sector

Date of foundation	2004
Ownership	Gendai Travel Ltd. Company number: 03586081
Other accreditation/inspection	ISI

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	N/a

Student profile

	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	73	106
Full-time ELT (15+ hours per week) aged 16–17 years	0	12
Full-time ELT (15+ hours per week) aged under 16	3	25
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	76	143
Junior programmes: advertised minimum age	5	5
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Russian	Argentinian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	20–35	20–28
Adult programmes: typical length of stay	1–24 weeks	1–24 weeks
Adult programmes: predominant nationalities	Japanese	Argentinian

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	10	17
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 hours a week	9	
Number of academic managers for eligible ELT courses	2 (centre manager and academic support)	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	0	
Total number of support staff	7	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification: CELTA, DELTA Cert Ed, ESOL Subject Specialist	1
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	2
Comments	

The centre manager is TEFLQ and is acting academic manager while the post is vacant. She is on the timetable to cover absent teachers only. She is supported by a TEFLI teacher (a 'senior teacher') who has 18 years' teaching and teacher-trainer experience and is currently studying for a diploma-level qualification. During the inspection she was on a half teaching timetable, teaching in the afternoons only. Further academic support is provided by a TEFLI academic support officer. As the role is administrative she is not included in this profile.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	9
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	11
Comments	
The profile includes the academic support teacher who was teaching at the time of the inspection, but not the centre manager.	

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	5	0
Private home	3	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	16 (BI residence) + 2 (external residence)	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	39	3
Staying in privately rented rooms/flats	10	0
Overall totals adults/under 18s	73	3
Overall total adults + under 18s	76	