

Organisation name	Malvern House, London
Inspection date	9–11 June 2015

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

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

Recommendation

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

Summary statement

The British Council inspected and accredited Malvern House London in June 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 courses in general English for adults (16+) and for closed groups of under 18s.

Strengths were noted in the areas of premises and facilities, learning resources, academic management, care of students, course design, and teaching.

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

Organisation profile

Inspection history	Dates/details
First inspection	2003
Last full inspection	2011
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	Malvern House Dublin and Cyprus

Private sector

Date of foundation	1999
Ownership	Malvern House International, a wholly owned subsidiary of AEC Education
Other accreditation/inspection	ISI

Premises profile

Address of main site	200 Pentonville Road, London N1 9JP
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	<p>Occasional use of classrooms in:</p> <p>Voluntary Action Islington (VAI), 200 Pentonville Road, London N1 9JP (three or four classrooms available in the same building as the main school, on the floor above).</p> <p>Lenta Business Centre, 180 Kings Cross Road, London WC1X 9DE (one executive room available, approximately three minutes' walk from the main school, used mainly for business English courses).</p> <p>Stanton School of English, 167 Queensway, London W2 4SB (several classrooms available for large closed groups)</p>
Profile of sites visited	<p>The main site is located on one floor of a modern office block plus a ground floor reception lobby a few minutes' walk from Kings Cross station. The premises consist of 19 classrooms, an open-plan student lounge, a study centre, a teachers' room, and offices for academic managers and administrative staff. There is also access to an outside courtyard area.</p> <p>Two of the occasional additional sites, at VAI and Lenta, were visited by one inspector. They are equipped with appropriate furniture and teaching resources.</p>

Student profile	At inspection	In peak week July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL Students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	181	400
Full-time ELT (15+ hours per week) aged 16–17 years	14	60
Full-time ELT (15+ hours per week) aged under 16	0	30
Part-time ELT aged 18 years and over	13	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	208	490

Comments

16 and 17 year-olds are enrolled on adult courses. The majority of courses are general English, with additional modules in language skills such as conversation, pronunciation and writing, or topics such as culture and media. Two business English classes were running in the week of the inspection. There are two classes (IELTS preparation and general English) running on two evenings a week. The school provides occasional one-to-one classes on request. Juniors aged 12 and above are taught in closed groups only.

Accommodation profile

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

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	24	12
Private home	0	0
Home tuition	0	0
Residential	18	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	11	0
Arranged by student/family/guardian		
<i>Staying with own family</i>	0	2
<i>Staying in privately rented rooms/flats</i>	141	0
Overall totals adults/under 18s	194	14
Overall total adults + under 18s	208	

Introduction

At the last inspection in 2011 the school occupied three teaching centres in central London, with around 2,000 students enrolled. The management and administration headquarters were housed in a separate building. The school has undergone a succession of major changes since then, due largely to the impact of Tier 4 visa changes, causing a very considerable drop in student numbers and a subsequent repositioning within the market to a higher price band and a higher quality provision. Maximum class sizes have been reduced from 18 to 15, and all classrooms are equipped with interactive whiteboards (IWBs). The school reduction in size means that all staff and students are now housed in the one remaining building, the flagship Kings Cross centre.

One consequence of this downsizing has been a number of teaching and other staff redundancies and the loss of several senior managers through natural attrition as well as redundancy. The remaining teachers who were not selected for redundancy have generally been with the school for a number of years and create a stable population of experienced teachers.

Another change has been the centralisation of administrative functions (sales and marketing, finance, enrolments and accommodation) for all the Malvern House schools, including London, at the Dublin school. This took place between August 2014 and February 2015 and has resulted in a further drop in staff numbers in London.

The main course provision is general English classes combined with elective skills modules of 15, 18.75 and 22.5 hours respectively, and programmes for closed groups. These closed groups are often juniors and can be quite large. In the week following the inspection a group of 218 Italian students aged 14–19 are arriving for two, three or four weeks. The group will be divided between the main school premises in Kings Cross, where some of the students will be integrated into existing classes, and premises at Stanton School in west London. Teachers for this programme have been recruited through two agencies. A centre manager from the existing teaching staff has been appointed and one of the assistant directors of studies is responsible for academic management. All students are placed in homestays.

A number of other courses are being promoted in line with the school's new market positioning, including a 'university pathway programme' (or 'international foundation year') and a 'city explorer' course for 16–19 year-old students. They have not yet run.

The inspection involved two inspectors and lasted for two and a half days. The inspectors had meetings with the principal and academic director (PAD), the director of studies (DoS), the two assistant directors of studies (ADoSs), the student services manager (SSM), the student services officer (SSO) responsible for sales and marketing, the study centre manager (SCM), the accommodation manager (AM), the IT and internal services manager (ITISM), and the international sales manager (ISM). Separate focus groups were held with the teachers and with a selected group of students. One inspector spoke to two Italian group leaders. The same inspector visited three homestays, one residence and one student house.

Management

Legal and statutory regulations

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

Comments

M1 Sampling identified the following issue: In one class it was clear that the volume of photocopying of a coursebook was in breach of the terms of the Copyright Licensing Agency agreement; the school should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

Staff management

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

Comments

M2 A clear structure of management is described in organograms for both the internal operations at the London school and the wider group which includes the Dublin and Cyprus operations. There has been a significant process of re-structuring which has resulted in some redundancies and re-definition of roles. For example, the client services manager position at the London school no longer exists as enrolments and accommodation bookings have been transferred to the central office in Dublin. The process is ongoing. Administration staff at the London school can still deal with local issues relating to accommodation and direct enquiries. The management and administration systems at the London school are operating effectively, although the management of accommodation systems has been put under pressure by the reduction in staffing levels and the centralisation of services. This is especially so when large groups arrive and require accommodation.

M3 There are clear job descriptions, indicating the revised roles and lines of reporting as a result of the re-structuring process.

M4 There are good communication channels within the London school, assisted by the open-plan design of the school premises, and with the head office. During the period of the re-organisation and re-structuring there were frequent meetings of the steering committee to ensure that all senior staff were aware of the process.

M7 There is a clear and appropriate induction process with a checklist of items. It consists of two parts: a pre-service briefing given in the week before commencement of employment and a more in-depth examination of all aspects of the school in the first week of employment. A slightly shorter version of this process was planned for the agency teachers who were due to start the following week.

M8 The open-plan nature of the building facilitates ongoing informal monitoring of staff performance. A formal performance review is held for each member of staff three months after commencement of employment (on completion of the probationary period), and every twelve months thereafter. The member of staff completes a self-evaluation before the appraisal and achievable goals are set. Job descriptions are specifically referred to and reviewed at probationary meetings and annual appraisals.

M9 There is a varied range of continuing professional development (CPD) opportunities for teachers. There are not many development opportunities for non-academic staff, other than specific training for newly defined roles.

Student administration

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

Comments

M10 There are staffed reception desks on the ground floor and near the entrance to the main floor. Standards of customer service are good and there are sufficient administrative staff. Interns are employed to assist in busier periods. A new database has recently been introduced and is used competently by the administration team, all of whom have received appropriate training.

M12 Enquiries and enrolments are processed centrally through the Dublin head office. Any direct enquiries to the London school are dealt with locally and a report is sent to Dublin. Similarly the London school receives weekly reports from Dublin on students who will be arriving at the London school. In general communication and contact between Dublin and London works effectively.

M13 Next of kin and emergency contact details are not maintained effectively. The field on the database merely refers to 'other addresses' and does not make it clear that the details are for contact in an extreme emergency. Consequently the given contact is often not the next of kin but a friend or the agent. A paper contact details form is available on the first day and is given out to students who have not sent in full information. It would be sensible for all students to fill in this form as a backup to the incomplete computer data.

M14 The policy on attendance is clearly described to students at induction and given in written form in the online student guide. The SSM is responsible for attendance and monitors effectively. In addition the AM is also the compliance officer for Tier 4 students. There was evidence of the system being used in practice.

Quality assurance

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

Comments

M16 An action plan based on the points to be addressed from the previous inspection was submitted with all relevant points having been addressed. The school had also completed the Scheme self-evaluation form.

M17 Review of systems, processes and practices takes place at group level and at school level. During the recent re-structuring there have been frequent strategic planning meetings, including a specially convened steering committee consisting of senior members of the Malvern House Group and other investors and partners, and also involving the PAD. This will be followed by meetings to review the operational effects of the re-structuring and to develop forward plans. At school level the PAD and the SSM have regular review meetings, and the academic team have a formal strategy meeting twice a year. This has been effective in helping to guide the school through a difficult period of re-structuring.

M18 In addition to informal methods of gathering feedback from students, the school has a number of mechanisms in place. In the first week there is an opportunity to complete an online questionnaire. This aims to identify any immediate initial problems. However, the return rate is quite low and it may not obtain sufficient feedback on areas of potential dissatisfaction or substandard service. There is a more detailed quarterly survey which all students complete and which is thoroughly analysed, as well as exit questionnaires and occasional student focus groups. The results of these surveys and focus groups are collated and action is taken and recorded.

M19 The school managers at Malvern House London have sought feedback from staff during the re-structuring process, mainly through a formal quarterly meeting with the elected teacher representative, but also in the regular meetings. Teachers in the focus group were appreciative of the care and support given to them by the London managers but felt that communication from the wider group managers and directors was not so good.

Publicity

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

Comments

The main publicity media are the website and the brochure, which are regarded as a joint package. Publicity through social media is an increasingly important source of information. Publicity is not currently available in translation.

M21 Publicity is generally in clear and accurate English. However, the terms and conditions, which are not available in translation, are not written in language which would be accessible to potential applicants who do not have an advanced level of English.

M22 Publicity is generally accurate and gives rise to realistic expectations. As the pictures are not captioned, there may be some confusion as to which of the photographs relate to services and facilities provided by the school.

M24 Throughout the publicity courses are described in terms of the number of lessons, not hours taught. The reference to the fact that lessons are 45 minutes long is not easy to find and is not given on the main course description pages. The maximum class size of 15 is given clearly throughout the publicity. However, the description of the evening classes does not include the fact that the class maximum is 18.

M25 This criterion is met, although the approximate cost of leisure programme events is not immediately evident (see M27).

M26 The publicity mentions that some of the accommodation is provided through agencies but does not clarify which of the options are provided by the agencies and which by the school.

M27 The initial page describing the leisure programme does not give a clear description of leisure activities. A full and accurate description is available on a linked social media site, but the link needs to be more explicitly signalled.

M29 The Accreditation Scheme marque is used correctly throughout the publicity. However, with increased centralisation of other schools in the group which are not located in the UK and the promotion of courses which do not only offer English language teaching, it is advisable to use the marque stating 'for the teaching of English in the UK'.

Management summary

The provision meets the section standard and exceeds it in some respects. The school benefits from an effective structure of management and the senior management team at the London school, in conjunction with the head office management team, have worked sensitively and professionally to steer the school through a difficult period. Systems for student administration and quality assurance are generally good and operate to the benefit of students. One or two adjustments to the school's publicity are required.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The premises are spacious and more than adequate in size for the number of students and staff. They are very well-designed and offer both a professional environment for study and learning as well as a congenial communal atmosphere.

R3 Classrooms and learning areas such as the study centre are adequate in size and number, well lit, heated and ventilated and free from extraneous noise, despite the location in a very busy part of London. Furniture in all of the classrooms consists of seminar chairs and is generally arranged so that students can see, hear and write in comfort. In two of the classrooms pillars are in an awkward position and make it difficult to accommodate the maximum number of students.

R4 There is a very pleasant lounge area for relaxation and socialising in the centre of the school. There is also a spacious outside courtyard area. Students can purchase snacks and hot and cold drinks from vending machines in the lounge. There are many cafes, restaurants and shops in the immediate vicinity of the school.

R5 Signage is very clear throughout the premises and there are good facilities for the display of general information, including television screens showing school information and advertising courses and events. A picture board with all the staff is prominently displayed.

R6 There is a large staffroom which provides space for individual work stations and for meetings. There are personal lockers for all staff and an area for relaxation. The staffroom offers a professional and comfortable working environment.

Learning resources

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

Comments

R7 There is a wide range of materials, including electronic materials accessed through the school's virtual learning environment (VLE). There is a limited budget for learning materials at the moment. Priority is being given to the development and improvement of the VLE, and there are advanced plans to move to a more extensive VLE in the near future. The existing VLE is simple but effective and is well used and integrated into teaching and learning.

R9 All rooms have IWBs and teachers have initial and ongoing training in their use. All audio material is also available through the digital network. The ITISM is on site all day and able to fix most technological problems. The learning programmes include online support and a customised VLE, which is used by teachers and students.

R10 The study centre is available throughout the day. It is in a prominent position in the communal area of the school and separated by a glass wall which provides privacy at the same time as advertising its availability. It is well-organised and equipped with a wide range of materials, including graded readers, DVDs and computers which have access to useful learning sites as well as the VLE.

R11 The study centre is staffed every day by the study centre manager (SCM) from 08.00 to 17.00 on Mondays and Tuesdays and 10.00 to 18.00 on the other days of the week. The SCM is well-qualified to give advice and assistance. It is well used by students who are introduced to the study centre facilities in their induction and in the online student handbook. Guidance on using the VLE, which students can access on their own digital devices, is given throughout the course at induction, during lessons, and at progress tutorials.

R12 Teaching and learning resources are regularly reviewed by the academic team, particularly at their six-monthly meetings. However, at the moment the budget for resources development is limited. Some of the older coursebooks are not up to date and could be removed as class sets.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises and facilities provide a professional learning environment, conducive to both learning and social interaction. Despite budgetary constraints the teaching and learning resources have been well chosen and are well used, with a strong emphasis on developing electronic technology alongside printed coursebooks and materials. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

Academic staff profile

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

Comments

T1 One teacher does not have a Level 6 qualification. The rationale for his employment was accepted in the context of this inspection as he has considerable relevant business experience and has advanced plans to take a degree course.

T2 One of the teachers does not have an ELT qualification that meets Scheme requirements.

T3 The rationale for the teacher without an appropriate ELT qualification was accepted in the context of this inspection. He has considerable relevant teaching experience and is about to begin a diploma-level course.

T4 There is a strong academic management team which consists of the PAD, the DoS plus two ADoSs, all of whom are TEFLQ and have appropriate experience. The PAD also has an academic background and is TEFLQ.

Academic management

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

Comments

T6 Teachers are matched to courses on the basis of their experience, preference and any development needs.

T9 There are effective arrangements for managing continuous enrolment, balancing the need to place the new students quickly in class with the cohesion of the course for continuing students. The procedures are explained clearly in the teacher's manual, together with classroom tips for the first day.

T10 There is a range of CPD opportunities. They include internal workshops held four times in every 13-week term, covering relevant areas of training and development and delivered by members of the teaching team as well as the academic managers. Teachers are paid if they attend. External events are advertised and teachers are encouraged to attend. Expenses are covered. There is an annual in-service training day in November covering a wide range of relevant topics. This aims to reinforce good teaching practice and exchange ideas, as well as address the areas that need attention and improvement and update the staff on company changes.

T11 Members of the academic team conduct management observations of all the teachers at least once a year. Preparation for these observations is thorough and includes self-evaluation and the setting of goals for the future. New teachers are observed early in their employment and general day-to-day contact and communication from the academic team is effective in detecting causes for concern among any of the teaching team. There is a regular programme of 'buzz' observations in which members of the academic team carry out short observations of a number of teachers and then give feedback on the teaching observed.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 Courses are based on published coursebooks together with supplementary materials. Courses are designed around 12-13 week terms and teachers are advised to use the coursebook for 60% of input and supplementary materials for 40%, adjusting content according to the needs of the students. Teachers are given comprehensive practical guidance on how to design and implement their classes and their courses in the teacher's manual and directly from the academic team. There are syllabuses for each course and coursebook, and these include mapping content to specific supplementary materials. Use of the VLE is also integrated into course design and delivery.

T13 Courses are reviewed periodically in conjunction with the group management team and also by the internal academic team.

T15 There is a strong commitment to develop learner autonomy. All students are given a professionally produced printed 'progress diary' which is completed by the student together with the teacher and includes study tips and study plans. Students are also expected to access the online VLE which aims to make study and learning strategies an integral part of the learning programme by providing uploaded lessons, additional activities, and other support material. Another recent initiative, developed by one of the teachers, is the production of a self-awareness/self-study quiz to identify learning styles and strategies and encourage learner autonomy.

T16 The self-awareness/self-study quiz (see T15) also provides tips for studying beyond the classroom. There is an exit interview in the student progress diary giving advice for further study after the end of course. Class folders include a weekly 'recommendations and reviews' section based on topics covered in the lessons; it includes television programmes to watch, newspapers to read, websites to browse, and suggested places to visit. There was evidence in the observed lessons of preparation for out of class visits. Social programme events often include learning and discovery tasks.

Learner management

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

Comments

T17 Most students complete a placement test before arrival. Further testing takes place on arrival and there is monitoring after placement in class and adjustment if necessary.

T18 Progress is monitored and tracked through informal weekly tests, monthly progress tests, which are usually related to the coursebook, and the printed student progress diary in which test results, attendance, achievements of previous goals, and areas to work on are discussed and recorded. The exit interview establishes the student's level in comparison to their entry level.

T21 An end-of-course certificate with the exit level is given to all students, providing the attendance criteria are met. Written academic reports can be given on request.

T22 The academic team can give advice when required. A proposed university pathway programme will provide a formal foundation course leading to university entry, but this is not running yet.

Classroom observation record

Number of teachers seen	14
Number of observations	14
Parts of programme(s) observed	All day-time courses.

Comments

The evening courses were not observed. They are taught by teachers who teach during the day-time courses.

Classroom observation

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

Comments

T23 Teachers demonstrated a very good knowledge of the linguistic systems of English and presented good models of written and spoken English, including the use of phonemic symbols. They were able to give impromptu explanations of meaning when asked and demonstrated a sound grammatical awareness at all times.

T24 Teachers usually adapted their language to the level of the students. They graded their instructional language appropriately. Teachers showed an awareness of the different needs and learning styles of the students in their class profiles, but this was not always demonstrated in delivery during the observed lessons.

T25 Lesson plans were provided for all the observed lessons, and included class and individual profiles, anticipated problems and solutions, and personal aims. Topics and language areas were appropriate to the students' needs and the type of class, for example general English or a skills module. The individual lessons related to the weekly plan and the course objectives in general.

T26 Lessons flowed logically and generally moved from controlled practice to freer production, leading to relevant learning outcomes. Activities were varied. There was evidence of language from previous lessons being recycled. On very rare occasions some activities were allowed to go on a little too long.

T27 A selection of resources was used to facilitate learning. In all cases teachers demonstrated competent and efficient use of the IWBs, and it was evident that they had been trained in their use. Coursebooks were used alongside the IWBs in an integral way. On rare occasions photocopies of a coursebook were used without any guidance given to the students about how they should organise and store their copies. In several of the classes reference was made to the school's VLE and how students could use it to reinforce and extend the work covered in the class.

T28 A range of teaching techniques was used appropriately. These included elicitation and personalisation, concept checking questions, and dealing quickly and clearly with student questions. There was generally a good awareness of error, and different correction techniques such as prompting self-correction and gathering error for later analysis were observed. There were, however, some missed opportunities for correcting target language during the controlled stages of lessons. For example, choral drilling was used in several segments but was not followed through effectively with repeated production by the group and by individuals. Consequently, the errors of some of the students were not addressed.

T29 Learning activities were generally managed effectively and students were engaged. Interaction usually consisted of pairwork and there were some examples of varying the interaction by switching partners, but on the whole learners were static and did not benefit from group or mingling activities. Monitoring was effective in most classes, but there was little evidence of direct nomination to engage the weaker students and check their understanding.

T30 There was a positive learning atmosphere throughout the observed segments, with evidence of effective student production and use of the target language. Rapport between teachers and students was good, leading to a relaxed and happy atmosphere in the classes at the same time as a professional sense of purpose.

Classroom observation summary

The teaching ranged from good to excellent. Teachers demonstrated high levels of professionalism and competence in many aspects of their knowledge, planning and delivery. The teaching addressed the needs of the students and the objectives of the courses. Resources, especially the IWBs, were used effectively. A range of teaching techniques was in evidence, with only a few areas such as controlled practice repetition and individual nomination needing attention. The learning atmosphere was positive and professional. The teaching observed easily met the requirements of the Scheme and is an area of strength.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The academic management team is well qualified, as are most of the teachers. Teachers are given appropriate and effective support to ensure their teaching meets the needs of the students, and programmes of learning are designed and managed for the benefit of the

students. The teaching observed met the requirements of the Scheme. *Academic management, Course design and Teaching* are areas of strength.

Welfare and student services

Care of students

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

Comments

W1 There is good provision for safety and security. There is CCTV throughout the building. The ground floor reception area is staffed at all times and visitors are required to sign in. Staff and students use ID cards to access the school via a ground floor door and a gated entrance on the first floor. The fire alarm is tested weekly, evacuation drills are held several times a year, and in the event of fire good systems are in place to cater for the needs of students or staff with mobility difficulties.

W2 The welfare team, who sit at an open reception desk on the first floor and are therefore highly visible, provide pastoral care as needed. Students in the focus group commented on their helpfulness and friendliness. Monthly tutorials also allow students to raise any welfare issues. There is no designated faith room, but a classroom can be allocated on request.

W5 The emergency contact number is on students' ID cards. Since calls typically relate to arrivals and transport, the accommodation manager holds the emergency phone. Other administrative staff can take on this responsibility when the need arises.

W6 Detailed pre-arrival information, which includes links to the relevant websites for details of forms of transport, routes and prices, is sent to all students staying in accommodation organised by Malvern House. Judging by the information supplied, one of the homestay agencies supplies insufficient information on transport and costs.

W7 Students on open-enrolment courses are given a comprehensive induction which includes information and practical advice. For closed groups, a standardised induction based on a checklist is given by the class teacher.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers accommodation in residences, student houses, and homestay. Following the centralisation of functions within the group, all accommodation placement has been handled at the same time as enrolment by the head office in Dublin and the accommodation manager in London deals with transfers, extensions, direct student complaints about accommodation and end-of-course student feedback on accommodation. During the academic year, there is a block booking arrangement for a fixed number of rooms in two residences and all rooms in a student house. In summer, a residence adjoining the school is also available. All under 18s are placed in homestays unless alternative arrangements have been made by a parent/guardian and confirmed in writing. Homestay accommodation is organised through agencies, and if demand for rooms in residences or student houses exceeds supply through further agencies. Although periodic meetings have been held between the school and the agencies, there are no contracts specifying requirements. Nor does the school actively monitor agency systems or placements to ensure that Scheme requirements are met.

At the time of the inspection, a total of five agencies were being used, three for homestay (one of which is registered with the British Council) and two more for a small number of rooms in additional residences. One inspector visited one of the residences where the school has allocated rooms, the student house block-booked by the school and three homestays, two of which were accommodating students under the age of 18. The inspector obtained copies of agency agreements with and guidelines for homestay hosts from both of the unregistered homestay agencies. Although there was no time to visit the offices of the agencies, he made telephone contact with one of the agencies, which has applied for British Council registration.

Accommodation: all types

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

Comments

W9 The quality of the accommodation inspected was variable but all met at least basic Scheme requirements in respect of services and facilities. There have been a number of complaints about the student house visited, some of which have only been resolved by students being moved to a better standard of accommodation.

W10 Documentation supplied by the homestay agencies currently used indicated that appropriate checks are carried out.

W11 Following staff cuts at the end of 2014, the school has not carried out any detailed re-inspections of the residences or the student house where it places students. One homestay host said that although she had been with the agency concerned for more than two years and had hosted several students her home had not been re-inspected. Examples were seen of agency re-inspection records, but time constraints made it impossible to carry out first-hand checks of agency record-keeping systems.

W12 Checklist-based records were seen of visits conducted by Malvern House in 2014. It was not possible to inspect agency records.

W14 Students are told during induction to contact the accommodation manager if they have any problems and there is a formal system for collecting first-week feedback, as well as periodic student focus groups dealing specifically with accommodation. A detailed record is kept of direct complaints concerning accommodation, including that organised by agencies, and the action taken; and end-of-course feedback on accommodation provided through Malvern House is systematically collected, collated and followed up. Examples were seen of positive end-of-course feedback collected by agencies, but the level of dissatisfaction with homestays is relatively high. The inspectors were told that one homestay agency is no longer used, following several instances of negative feedback.

W15 All the homestays visited were providing half-board accommodation and agency guidelines clearly indicate expectations. Despite this, one homestay provider admitted that she did not cook an evening meal on a daily basis; on days when she does not cook she offers to pay for convenience food.

Accommodation: homestay

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

Comments

No checks were carried out on the agency registered with the British Council, which had placed 18 of the 36 students in homestay in the week of the inspection. Judgements and comments are therefore based on the information supplied by the two unregistered homestay agencies and the visits conducted. The comments do not all apply to the same agency. It was not possible to verify the information by visiting the agencies.

W16 One agency-homestay provider agreement does not specify the maximum number of students in a house described as 'homestay'. However, inspection records indicate the number of rooms available and the number of students that can be accommodated.

W18 One agency-homestay provider agreement does not specify the number of students per room or that students may only share by prior agreement.

W19 One agency-homestay provider agreement does not stipulate that students with the same first language will only be accommodated by prior agreement.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
None.					

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments					
W24 Information and advice is available on request. W25 There are no systems for monitoring accommodation providers used by the various agencies with which the school works.					

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
W26 Information is provided at induction and on a weekly basis through posters, screens, social media and class announcements. The information covers a wide range of relevant leisure activity opportunities and takes the likely interests of students into account. W27 An average of two teacher-led activities is offered per week and students are informed of weekend excursions organised by external agencies. Closed groups can opt for leisure components as part of a package.					

Welfare and student services summary

Overall, the provision meets the section standard. The needs of students for security, pastoral care, information and leisure activities are well met. The accommodation provided through the school is satisfactory, but some aspects of accommodation systems, and in particular the management of its relationship with agencies, need attention.

Care of under 18s

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

C7 Accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

In the week of the inspection, there were 14 students under the age of 18. Two were staying with family members; the remaining 12 were in homestays. Of these, ten were in homestays arranged by an agency registered with the British Council and the other two had been placed by other agencies. The inspectors were told that one of these had specifically requested accommodation in a zone close to the school and the registered agency had been unable to supply this. No explanation was provided in the case of the second student. In the week following the inspection, the school was expecting a single-nationality group containing more than 200 students. The majority of these were aged 14–19. All had been allocated homestays.

C1 There is an appropriate policy which extends to taxi drivers used by the school and group leaders (but see C5).

C2 All staff have appropriate levels of training.

C3 Basic information for parents/guardians on safeguarding is linked to the consent form. More specific information is needed on safeguarding procedures on school premises.

C5 Evidence was seen that all staff employed directly by the school, including taxi drivers, are DBS checked. It was not clear from the information supplied by homestay agencies whether appropriate checks are carried out on all hosts hosting under 18s.

C6 The parental consent form for open enrolment students makes it clear that 16 and 17 year-olds admitted to adult courses will not be supervised outside lesson-time. Closed groups are supervised by group leaders.

C7 The school has a curfew for students under the age of 18, but this has not been passed on to homestay providers by the two non-registered agencies, who leave it to the host to set a time. Homestay arrangements for under 18s do not include the provision of lunch, and this is not mentioned in the parental consent letter.

Care of under 18s summary

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities provided, but closer monitoring of agencies providing homestay accommodation is needed to ensure that all Scheme requirements are met.

