Inspection report

Organisation name	Leeds Language College
Inspection date	2–3 June 2016

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

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	☐	☒	☐

Recommendation

We recommend continued accreditation. However, evidence must be submitted within six months to demonstrate that weaknesses in publicity, and the issues identified in W10 and W12, have been addressed.

Summary statement

The British Council inspected and accredited Leeds Language College in June 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general and professional English for adults (16+).

The inspection report noted a need for improvement in the area of publicity.

Strengths were noted in the areas of academic management, learner management, care of students and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	2008
Last full inspection	2012
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2005
Ownership	Registered in England and Wales. Company number: 6004218 Leeds Language College Ltd.
Other accreditation/inspection	ISI

Premises profile

Address of main site	Aquis House, 12 Greek Street, Leeds LS1 5RU
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school occupies the sixth floor of a modern office block in the centre of Leeds, close to public transport, shops and a wide range of public amenities. There is a large open plan reception with desks for staff and seating for visitors and students. Five classrooms, a staffroom, offices and a computer room open off the reception area and corridors radiating from it. There are two lifts and male and female toilets on each floor of the building. The other floors of the building were unoccupied at the time of the inspection and extensive renovation work was being carried out throughout the building, with the exception of the sixth floor.

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	49	75
Full-time ELT (15+ hours per week) aged 16–17 years	0	2
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	14	20
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	63	97
Minimum age	16	16
Typical age range	24–26	24–26
Typical length of stay	20 weeks	12 weeks
Predominant nationalities	Spanish, Saudi Arabian, Cypriot	Spanish, Saudi Arabian, Cypriot
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0

Number on short-term study visas	12	15

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	10
Number teaching ELT under 10 hours/week	1	
Number teaching ELT 10–19 hours/week	2	
Number teaching ELT 20 hours and over/week	4	
Total number of administrative/ancillary staff	2 + 2 interns	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	1
Certificate-level ELT/TESOL qualification (TEFLI)	6
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	7

These figures exclude the academic manager(s)

Comments
None.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☒	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☒	☐	☒	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments
Most courses are general English for adults; only courses of this type were being run during the inspection. 16 and 17 year-olds may join these courses during the year but there were no such students enrolled during the inspection.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	2	0
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family or in privately rented rooms/flats	61	0
Overall totals adults/under 18s	63	0
Overall total adults + under 18s	63	

Introduction

The school was established in 2005 to provide courses in English, principally for overseas students working and studying in Leeds. It moved to its current premises in 2010. Its main offering is general English to adults age 16+. It also offers one-to-one general English, teaching knowledge classes and courses in a number of foreign languages.

Classes run between 08.45 and 11.55, 12.20 and 15.30, 15.30 and 18.40 and 18.45 and 20.15. There is a break of ten minutes in each period.

The inspection lasted one and a half days and a part evening. Interviews were held with the principal, the vice principal/director of studies (DoS), the administration manager, the academic executive and the administrator. Focus groups were held with students and teachers and one inspector visited three homestays. All teachers were observed during the inspection.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 The items sampled were satisfactory.

Staff management

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

	Not met	Met	Strength	See comments	N/a
M8 Monitoring staff performance	☐	☒	☐	☒	
M9 Professional development	☐	☒	☐	☒	

Comments

M3 Job descriptions are in place but, while dated and signed by successful job applicants, no date is given to indicate when they were last revised.
M4 There are monthly teachers' meetings. Each has an administrative section, also attended by administrative staff, and then a continuing professional development (CPD) section. These meetings are minuted. The two administrators meet weekly but these meetings are not minuted. A senior staff meeting that includes the principal, the DoS and the company secretary is held at least once a quarter.
M5 There are comprehensive human resources policies, but the terminology used (CRB instead of DBS, for example) indicates that these are in need of an update.
M6 Signed and dated copies of qualifications and at least two references were available for all teachers.
M7 There is a three-stage induction process, which should be viewed as a pre-employment event, as confirmation of appointment depends on this stage being successfully completed.
M8 Teachers are appraised, in conjunction with a formal observation, twice a year; administrative personnel are appraised annually.
M9 Evidence of considerable amounts of staff training within, especially, health and safety, safeguarding and Prevent, was seen. CPD for teachers is carried out at the teachers' meetings.

Student administration

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

Comments

M11 Potential students contacting the school by email or in person are given a very full student information pack. They are also offered a free placement test and speaking assessment and a free trial lesson if they are in Leeds.
M12 Cancellation and refund procedures are detailed in the student information pack and on the application form. The language used is not accessible for lower level learners.
M13 There are both paper-based and electronic records of students' details; the latter are available at any time.
M15 The welcome pack for students states the action taken in response to various types of unacceptable behaviour. The language used, however, is not accessible to many students.

Quality assurance

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

Comments

M16 An action plan had been developed and most of the points in the previous report had been addressed.
M17 Outcomes of the weekly review held in each class are collected and reviewed monthly by the academic manager. These, and the outcomes of progress reports and tutorial records, inform the termly quality control report in which recommendations for change are forwarded to staff meetings.
M18 There is initial feedback at the end of the first week and summative feedback at the end of the course. It is circulated to relevant members of staff and action taken is recorded.
M19 A feedback sheet from staff forms part of the appraisal documentation. Action taken is recorded in appraisal

records and in annual reports.

M20 The complaints procedure is presented in graphic form though in a rather confusing order. There is a complaints file in which complaints and action taken in response to them is recorded.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☐	
M22 Realistic expectations	☒	☐	☐	☒	
M23 Course descriptions	☐	☒	☐	☒	
M24 Course information	☐	☒	N/a	☒	
M25 Costs	☒	☐	☐	☒	
M26 Accommodation	☐	☒	☐	☐	☐
M27 Leisure programme	☐	☒	☐	☐	☐
M28 Staff qualifications	☒	☐	N/a	☒	☐
M29 Accreditation	☒	☐	N/a	☒	☐

Comments

M22 The school offers 15- and 20-hour per week courses. The first consists of five three-hour classes, the second of a 15-hour course plus five single hours from another 15-hour course. This is not made clear in the publicity. Photographs are not captioned, but they are not misleading.

M23 The descriptions of courses on the website are minimal. In the print publicity they are satisfactory.

M24 Most of the required information is present on the website and in print publicity but non-teaching days are confusingly listed under *Contacts*.

M25 No costs are given for the leisure programme and the information on cancellation and refunds, under Terms and Conditions, cannot be accessed directly from the fees page.

M28 Teachers are described as 'fully' qualified; only one of them is.

M29 An unqualified Accreditation Scheme marque is used in a number of cases; the school offers foreign language and other courses. The *Accreditations* page on the website contains accreditations, memberships and the name of the examination board for which the school is a centre.

Management summary

The provision meets the section standard. The management and administration operate to the benefits of the school's students and there are appropriate quality assurance mechanisms in place. There is, however, a need for improvement in *Publicity*.

Resources and environment

Premises and facilities

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

Comments

R2 The building in which the school is housed was being renovated during the inspection. The school premises are in a good state of repair, cleanliness and decoration.

R3 Classrooms are adequate in number though not big enough to accommodate the stated maximum number of students in comfort. They are flexibly furnished and all students can see, hear and write in comfort. There was some

noise audible between classrooms and from the renovation works.
R4 There is limited space for relaxation, but there are a large number of local food outlets.
R6 There is a good-sized staffroom with a very wide range of facilities.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☐	☒	☐	☐	
R8 Resources for teachers	☐	☒	☒	☒	
R9 Educational technology	☐	☒	☐	☒	
R10 Self-access facilities	☐	☒	☐	☒	☐
R11 Library/self-access guidance	☐	☒	☐	☒	☐
R12 Review and development	☐	☒	☐	☐	

Comments

R8 There is a good stock of resources, both hard copy and electronic, for reference and to enable teachers to produce teaching materials. These resources are well organised and maintained.
R9 Classrooms are equipped with standard whiteboards and audio systems. There are also two trolleys with data projectors that can be booked by teachers.
R10 There is a computer room with five workstations; four of these are not recent machines and students complained of their age and slowness. Opening off the computer room, there is a small room with six seats for private study.
R11 Students are able to borrow readers suitable for their level online or through reception. They are instructed in how to use the library systems.

Resources and environment summary

The provision meets the section standard. The learning resources and the environment support and enhance the studies of students. Teachers have access to appropriate academic resources to meet their professional needs.

Teaching and learning

Academic staff profile

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

Comments

T2 Six of the teachers are TEFLI; one is TEFLQ.

Academic management

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

T6 Teachers are allocated to classes on the basis of their experience, feedback from students and, if possible, their own preferences.

T8 The school has three cover teachers on zero hour contracts. While they have commitments elsewhere, they are the first teachers to be contacted if cover is needed. If none of these is available, the senior teacher (who has a reduced teaching load), the academic executive or the vice principal/DoS are used to provide cover.

T9 Joining students can use their free class to try out their proposed group. The modular course design contains relatively frequent revision weeks where recent students can catch up on previously taught material.

T10 There is a CPD policy and teachers are involved in the CPD events programmed into their meetings (see M4 and M9). Support is provided by the senior teacher, the academic executive or the DoS. There is a schedule of support observations (by the first two) and frequent peer observations. These are mandatory.

T11 Formal observations by the DoS that feed into the appraisal process are conducted twice a year. The feedback on these is comprehensive but somewhat confusing as sometimes quite low grades on a five-point scale are juxtaposed with consistently positive comments.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☐	☒	
T13 Review of course design	☐	☒	☐	☒	
T14 Course outlines and outcomes	☐	☒	☐	☒	
T15 Study and learning strategies	☐	☒	☒	☒	
T16 Linguistic benefit from UK	☐	☒	☐	☒	

Comments

T12 The school uses a standard template, covering a 12-week term, based on Common European Framework of Reference (CEFR) levels. Individual courses are then mapped to this template using the coursebook used and, if appropriate, examination requirements.

T13 Courses are reviewed every term on the basis of teacher feedback.

T14 The course programme is issued to students at the beginning of the term.

T15 Advice is given in the *New Student Welcome Pack* that each student is given at the beginning of the course. There is a homework programme for each week of the course which students access through the virtual learning environment (VLE) portal, on which each course has a section; at higher levels this homework involves research. There are also links to useful websites for independent study on the student portal and tutorials are used to guide students towards independent learning.

T16 Social activities are arranged with a view to developing contacts outside the classroom and there is a weekly conversation club.

Learner management

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

Comments

T17 The placement test consists of 80 multiple-choice items; there is also a speaking assessment activity. Students who enrol from overseas are interviewed before arrival using a remote video-conferencing link.

T18 There is one tutorial each term and two progress reports that document learning outcomes.

T19 Students wishing to join an examination preparation course are advised which one is suitable for them after the placement procedures. The school is an exam centre.

T21 Certificates are issued to students who achieve passing grades in attendance, classwork and homework. These are 85 per cent, 60 per cent and 60 per cent respectively. Their actual grades are recorded on the certificate.

T22 There is some information about entering mainstream UK education in the student handbook. Students are

helped with UCAS applications and the school will act as a referee for those applying. There have been visits from local university representatives.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	General English and examination preparation courses

Comments

None.

Classroom observation

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

Comments

T23 Teachers' knowledge of the linguistic systems of English was generally sound and oral models were accurate. The written models provided by teachers were mostly accurate. Pronunciation features were not, for the most part, highlighted and lexical and language analysis was superficial at times.
T24 The content was generally appropriate to the level and needs of the classes and there was a good exam focus where appropriate, but there was little evidence of differentiation in the lesson plans.
T25 Outcomes were stated and often written on the whiteboard. Sequences were coherent with recapping when necessary. Some activities were given too much or too little time.
T26 There was a communicative focus in all observed segments and a good range of appropriate techniques was seen. Elicitation through hints and questions was effective and a variety of techniques was used to check understanding. Opportunities to develop pronunciation were missed and there was too little correction, though some teachers did encourage peer- and self-correction.
T27 There was some inconsistency in the use of whiteboards; in better segments zoning, the use of different colours and word stress marking were seen.
T28 Feedback was generally constructive except at higher levels where it could have been more challenging and developmental.
T29 There was a good range of activities to evaluate whether learning was taking place. These included quizzes, speaking games, monitored oral work and listening tasks, as well as question and answer.
T30 There was consistently good rapport and students were constantly engaged. Topics were challenging and engaging and teachers drew on students' knowledge and experience. There was sufficient language building before main activities. Teachers' language was suitably graded.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to good; most were satisfactory. Lessons had generally been well planned, were relevant to the needs of learners and were, for the most part, well delivered. Learners were actively involved in lessons and were praised and encouraged by teachers. There was a good learning atmosphere in all lessons. There was little work on pronunciation; a large number of oral errors went uncorrected.

Teaching and learning summary

The provision meets the section standard and exceeds it in some areas. Teachers and the academic manager have appropriate qualifications. The academic support available to teachers is good and the programmes of study are designed to enhance the learning of students. *Academic management* and *Learner management* are areas of strength. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

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

Comments

W1The premises provide a safe and secure environment. Entry to the school at street level is controlled by an entry-phone system and visitors sign in and out at reception. CCTV is installed at the entrance from the street. Risk assessments, including checks for fire, gas and electricity risks, are carried out and regularly updated. Fire drills take place twice a year and action is recorded. Senior staff have received evacuation training for disabled students and all staff have basic fire safety training. There are three first aiders among the staff but their names are not displayed on the first aid posters in the building.
W2 There is good provision for pastoral care. Information regarding welfare and contact details for external agencies are displayed in the school. Explicit policies are available to staff, students, hosts and parents/guardians covering pastoral care, and specific arrangements are made for the care of under 18s while on the premises and while taking part in activities organised by the school.
W3 Senior staff share responsibility for the care of students although no single responsible person is identified by name.
W4 All staff have received formal training in dealing with abusive behaviour and in their duties relating to the Prevent strategy. Policies are available on the website, in all handbooks and on wall displays in the school.
W7 Ample information is provided in student information packs, on the intranet and on wall displays. Staff are knowledgeable and willing to offer individual help and advice.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school has a register of 13 homestays, providing either bed and breakfast or half-board accommodation. Hosts accept a maximum of four students at any one time and also accept students from other agencies and providers. The school does not offer homestay accommodation to students under 18. All hosts live in inner suburbs of Leeds. The principal is responsible for recruiting hosts and managing the homestay provision. One inspector visited three homestays.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☐	☒	☐
W10 Accommodation inspected first	☒	☐	☐	☒	☐
W11 Accommodation re-inspected	☐	☒	☐	☒	☐
W12 Accommodation registers	☒	☐	☐	☒	☐
W13 Information in advance	☐	☒	☐	☐	☐
W14 Student feedback	☐	☒	☐	☐	☐
W15 Meals in homestay/residences	☐	☒	☐	☐	☐

Comments

W9 One host did not provide a weekly laundry service.
W10 A pro-forma is used to record information gathered during the initial inspection, but there is no specific

reference to fire risk assessments or Gas Safe certificates and hosts were not all aware of these requirements.
W11 Homestay accommodation is inspected annually, but no specific checks are made for fire risk assessments or Gas Safe certificates.
W12 Accommodation registers contain no records that fire risk assessments and Gas Safe certificates are in place.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	N/a	☐	☐
W17 Rules, terms and conditions	☐	☒	☐	☒	☐
W18 Shared bedrooms	☐	☒	N/a	☐	☐
W19 Students' first language	☐	☒	N/a	☐	☐
W20 Language of communication	☐	☒	N/a	☐	☐
W21 Adult to welcome	☐	☒	N/a	☐	☐
Comments					

W17 Hosts are provided with a code of conduct regarding their duties, but no reference is made to the booking and cancellation policy or to the need to carry out fire risk assessments and Gas Safe checks.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☐	☐	☐	☒
W23 Health	☐	☐	☐	☐	☒
Comments					

None.

Accommodation: other

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

W25 The school does not recommend any other accommodation.

Leisure opportunities

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

W26 Information is widely available through the student handbook, the intranet, school social media and on wall displays. Staff promote activities weekly and students are given advice about independent travel and social activities.
W27 A wide range of activities appropriate to a range of interests is available as part of a regular weekly programme. Additional day trips take place approximately five times a year during the spring and summer, which are attended by all students, teaching staff and interns. Comprehensive information is available to students in advance regarding all activities.
W28 Detailed, tailor-made risk assessments are signed by students and accompanying staff for each activity.

However, there is no named first aider and no first aid kit is taken on the activities. Staff do not carry a list of students' telephone numbers on the activities and they rely on being able to contact the school in the event of an emergency.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Students receive ample information about their security, pastoral care and leisure activities before and after arrival and provision for their safety and security while on site is very good. Accommodation systems are insufficiently rigorous and more thorough documentation is needed. Systems for inspecting accommodation for safety need to include formal checks, fire risk assessments and Gas Safe certificates. *Care of students* and *Leisure opportunities* are areas of strength.

Care of under 18s

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

Comments

No under 18s were enrolled at the school at the time of the inspection. Fewer than ten students under 18 have been enrolled in the last 12 months.

C1 A comprehensive safeguarding policy is in place, although no single named person is responsible as duties are shared among the senior staff. The policy is implemented through and supported by relevant practical documents and practices.
C2 All teaching and administrative staff receive basic safeguarding training as part of their induction and senior staff have received advanced training.
C3 A parental consent form signed before booking gives details of the level of care given to under 18s while on and off the school premises, including details of supervision outside class times.
C4 The school adheres to a safer recruitment policy and all documentation is in place before staff have contact with under 18s.
C5 Under 18s are supervised during breaks and are accompanied at all times by supervising staff during activities, including travel to and from the activity.
C6 The school's policy and consent form make it clear that parents and guardians are responsible for under 18s outside scheduled lessons and activities.
C7 The school does not provide any accommodation for under 18s.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities provided.

Report expires 31 March 2021