

Organisation name	Ardmore Language Schools, Maidenhead
Inspection date	2–8 August 2022

<b>Section standards</b>	
<b>Management</b> The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
<b>Premises and resources</b> The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Not met
<b>Welfare and student services</b> The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

<b>Recommendation</b>
We recommend that accreditation be placed under review because the section standard for teaching and learning was not met and there is a need for improvement in safeguarding under 18s. The period of review to be ended by the submission of evidence within three months demonstrating that weaknesses in W1, W11 and Safeguarding under 18s have been addressed and a spot check within 12 months focusing on teaching and learning. The required evidence was subsequently submitted.

<b>Summary statement</b>
The summary statement has been withdrawn and should not be used.

## Introduction

Ardmore Language Schools (ALS) was founded in 1984 and first accredited in 2009. Since December 2018, the school has been owned by Cognita Ltd and forms part of the Active Learning Group, which specialises in offering experiential learning for children through a number of different products. ALS offers year-round programmes to students aged between eight and 18 years old. Courses include teaching, activities and excursions and residential or homestay accommodation. Some students follow English and academy programmes with horseriding, golf and tennis.

All programmes are located in the buildings and grounds of the Berkshire College of Agriculture near Maidenhead. Other ALS junior summer programmes that run elsewhere in the UK fall under a separate British Council accreditation.

The inspection, part of which was conducted remotely, took the equivalent of one and a half days and was combined with the separate inspection of the organisation's summer centres. The two inspectors visited the centre in person and also spoke with head office staff remotely at the end of the inspection. During the inspection the inspectors interviewed the managing director, the operations director, the academic director (AD), the centre director (CD), the Director of Studies (DoS), the head of pastoral care, the head of sports and activities, and the local homestay organiser. Focus group meetings were held with group leaders, teachers, students and activity leaders. All of the teachers teaching in the week of the inspection were observed twice. One of the inspectors inspected the residential accommodation and conducted a virtual tour of two of the homestays.

## Address of main site/head office

Berkshire College of Agriculture, Hall Place, Maidenhead, Berkshire SL6 6QR

## Description of sites visited

The centre of the school is based under the main mansion building of the college and includes three classrooms, one currently being used as a staffroom, offices, a games room and a student common room. The school also uses the adjacent dining room, a shop and vending machines, additional classrooms, an indoor conference hall, and four student houses. Sports facilities include an indoor sports hall, a dance studio and the use of extensive playing fields.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

Year-round junior programmes for students aged between eight and 18 that include fifteen hours teaching in the morning or the afternoon, activities and excursions and full board accommodation. Some students follow English and academy programmes with horseriding, golf and tennis and a winter Super London Discovery programme.

## Management profile

The managing director is assisted centrally by the operations director, the AD, and the recruitment manager. Centre management is provided by the CD, supported by the DoS, the head of pastoral care, and the head of sports and activities.

## Accommodation profile

Most of the students are accommodated on site in gender-specific residential blocks in twin, triple or multi-bed bedrooms with shared toilet and bathroom facilities. Homestay accommodation is offered and arranged by a local organiser. There is a daily drop-off and pick up service between the homestay and school.

## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision generally operates to the benefit of the students, and largely in accordance with the provider's stated goals, values, and publicity. Student administration is generally well managed and important aspects of the provision are continuously reviewed.

### Premises and resources

The provision meets the section standard. The premises largely provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Some of the school premises are in need of repainting and refurbishment.

### Teaching and learning

The provision does not meet the section standard. The academic staff team generally has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers generally receive sufficient guidance to ensure that they support students effectively in their learning. However, formal observations do not take place early in courses. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed did not meet the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. The provision meets the needs of the students for security, pastoral care, information and leisure activities. There are systems in place to ensure students' welfare and safety. Students benefit from well-managed student services, including out-of-class activities and suitable accommodation. However, records of safety checks in homestays were insufficient.

### Safeguarding under 18s

The safeguarding policy specifies appropriate procedures, but the recruitment and training of staff and homestays does not always follow the stated procedures. Although satisfactory arrangements for supervision are in place, monitoring of these is ineffective in some cases. There is a need for improvement in *Safeguarding under 18s*.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Not met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

**Comments**

M2 ALS has detailed plans for achieving its strategic objectives which are continuously reviewed and appropriately updated. There are detailed action plans for all objectives.

M4 Communication works well both informally and formally and within head office and within the centre. Regular, minuted meetings take place between head office staff throughout the year. The CD holds regular, minuted meetings with centre staff and informal daily meetings are led by the DoS with the teachers. Head office staff regularly visit the centre.

M5 Initial and end-of-course surveys are completed by both students and group leaders and this information is collated and archived. However, there was no written evidence presented of student and group leader comments having been acted on in the centre.

M6 Feedback is gathered from year-round and seasonal staff, who complete surveys. CDs and DoSs also write end-of-summer reports and attend an end-of-course debriefing.

M7 Staff and student feedback is gathered and is used to review annually all important aspects of the organisation's provision, including recruitment and training, continuing professional development (CPD) and learning resources, safeguarding policies and risk assessments.

**Staff management and development**

Met

M8 The provider implements appropriate human resources policies, which are made known to staff.

Strength

M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.

Met

M10 There are effective procedures for the recruitment and selection of all staff.

Not met

M11 There are effective induction procedures for all staff.

Met

M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.

Met

M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.

Met

**Comments**

M8 All relevant human resources (HR) policies and procedures are to be found in a detailed employee handbook. Specialised advice can be obtained through the Active Learning Group HR services.

M10 Although there are generally good procedures in place, copies of some teachers' degree certificates were missing at the time of the inspection.

**Student administration**

Met

M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.

Met

M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.

Strength

M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.

Met

M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.

Met

M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.

Met

M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.

Met

M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.

Met

M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.

Met

**Comments**

M15 Nearly all students come through partner agents and they receive detailed information through sales staff using brochures and fact sheets for each centre and an agents' area of the website. Individual enquiries receive personalised responses from knowledgeable staff.

<b>Publicity</b>	<b>Met</b>
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met
<b>Comments</b>	

Publicity consists of a website with a downloadable generic course brochure, centre-specific factsheets and brochures, and an agents' area.

M22 Most of the information given about the centre is accurate. However, the classrooms are described as 'modern' when some of them are not, and currently they only have limited educational technology. There is a photo in the brochure of a BCA classroom with an interactive whiteboard (IWB), when these were not in use at the time of the inspection. The publicity indicates that the Ardmore X platform is more integrated into teaching and student learning than it currently is.

M24 This criterion is met overall. However, publicity states that there are 'six levels of classes and workbooks'. This is not the case as there are now only three levels and three workbooks.

M28 Teachers are described as 'qualified professionals', when not all of them have TEFL qualifications that meet Scheme requirements. This text was removed shortly after the inspection and is no longer a point to be addressed.

## Premises and resources

<b>Premises and facilities</b>	<b>Met</b>
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Not met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

### Comments

P1 Although the external areas of the centre are very well maintained, some of the internal areas are in need of refurbishment and repainting, particularly in the main college building. There are plans for these areas to be refurbished.

<b>Learning resources</b>	<b>Met</b>
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Not met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a

P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength
<b>Comments</b>	
P7 The organisation's own workbooks were being used but not the additional Ardmore X online resources. P12 The organisation has well-established policies and procedures for reviewing teaching and learning resources annually based on feedback from DoSs, teachers and students.	

## Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

<b>Comments</b>	
T2 A rationale was provided for a teacher who does not have a teaching qualification that meets Scheme requirements. The rationale was accepted within the context of this inspection as the teacher has completed a 120-hour online course and had attended CPD sessions.	

<b>Academic management</b>	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Not met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met

<b>Comments</b>	
T8 Insufficient attention is paid to the academic management implications of continuous enrolment and clear guidance for teachers is lacking. T10 Not all teachers working in the centre over the summer had been formally observed and none in the first four weeks of summer courses.	

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a

T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

#### Comments

T11 This criterion is met overall as course design is based on stated principles and teachers receive detailed notes about the workbook materials. However, some of the online materials referred to in the course design notes could not be used in lessons as no modern educational technology was available in classrooms.

T12 There are clear measures in place for reviewing course design annually, based on AD, DoS and teacher feedback.

T13 Weekly written course outlines of lessons are not made available to students.

T15 The student workbooks support the use of vocabulary lists and lesson reviews, but these activities were not being used systematically in the centre.

T16 Courses clearly promote the use of English outside the classroom through preparation lessons for excursions and multi-national activities and guided excursion tours.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Not met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

#### Comments

T17 There was a wide range of ages in many classes and in some this range was inappropriate, for example, one class had 12 and 17 year-olds in the same class.

T21 Students receive academic reports, which include comments from teachers, activity staff and the DoS. However, there is no evidence to support comments on overall progress.

#### Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	Morning and afternoon classes, including the first lessons of some group students.

#### Comments

None.

Teaching: classroom observation	Need for improvement
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Not met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Not met

T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Not met
<b>Comments</b>	
<p>T23 Teachers generally displayed a sound knowledge and awareness of the linguistic systems of English.</p> <p>T24 Lesson plans were in some cases extremely scrappy. Although lessons generally followed topics in the workbook, these were not always linked to student needs and any profiles seen. However, project lessons were closely linked to lesson themes, for example, some students were doing a project on designing an ideal school after a lesson on comparative education.</p> <p>T25 In many cases, lesson aims were not clearly explained to learners, and not expressed as learning outcomes.</p> <p>T26 Teaching techniques varied widely in their use across the teaching team. Some teachers used a good range of techniques, including elicitation, concept checking and nomination. Others used a more limited number of techniques and did not set up activities effectively and did not check student understanding of tasks.</p> <p>T27 Whiteboards were used appropriately in most classes with zoning and a vocabulary column, with the exception of one class in which boardwork was very unclear. Some seating arrangements were appropriate, but others were less so, with students in rows and there were gaps between individuals and others in the class.</p> <p>T28 In some classes, teachers provided good encouragement and correction but in many others, feedback was not given systematically or appropriately.</p> <p>T29 Learning was checked through short tasks but there was no clear monitoring of project tasks in some classes.</p> <p>T30 The learning atmosphere in classes varied. In some classes, students were purposefully working on tasks. In other classes, no effective student-to-student interaction was taking place, despite one teacher telling the class to talk to each other. In some classes, students had not been introduced to each other and nationality groups had not been separated. Some project groups were too big, so some students were working and others were unengaged. In other classes, lessons were teacher centred and teachers did not notice students using their phones.</p>	

### Classroom observation summary

The teaching observed did not meet the requirements of the Scheme and ranged from satisfactory to unsatisfactory against the criteria, with half being satisfactory and half unsatisfactory. Lessons had been planned in line with course topics, but aims were not expressed in terms of learning outcomes. Some teachers used a range of teaching techniques, but others used a limited number and did not set up activities effectively or monitor them adequately. Short tasks and project outcomes checked student learning. Learning atmospheres varied from class to class with some being positive but others decidedly less so. Some project groups were too big for all students to participate appropriately. There were a number of weaknesses against the criteria in a several of the lesson segments observed.

### Welfare and student services

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

W1 There are generally very good procedures in place to ensure the safety and security of students. Risk assessments are very thorough, regularly reviewed internally and audited annually by the wider Active Learning Group. Although fire drills are conducted every week when students are in the residential blocks, none had been conducted in the main or other buildings.



W2 There is a very comprehensive emergency plan in place, including procedures to follow both on site and during excursions. Group leaders, staff and students are given sensitive briefings on what to do in an emergency.

W3 Students are very well cared for by the welfare team, headed by the head of pastoral care (HPC). Photographs of the team are on display, and they are also identifiable by their white shirts. Individual students are allocated two welfare staff so that there is always someone looking after them.

W4 There are very clear policies and procedures in place and both staff and students are given detailed guidance about acceptable behaviour during inductions and in their handbooks.

<b>Accommodation</b> (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

#### Comments

W11 Up-to-date records were not available from the local organiser. There were no records of visits and no evidence of Gas Safe certificates or fire risk assessments.

W15 Overall this criterion is met as meals provided for residential students were satisfactory and homestay hosts are given clear guidance about what they should provide. However, twice a week, this includes two packed meals a day when students stay on for evening activities at the centre. Both homestay hosts and students commented that this was not a satisfactory arrangement.

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

#### Comments

W17 Students of the same nationality were placed in the same homestay. Parents and agents were informed of this and in cases where a specific request was made to separate nationalities, this was arranged.

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

#### Comments

None.

<b>Leisure opportunities</b>	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met

W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

W25 Although feedback indicates that the programmes were not well organised at the beginning of the course, by the time of the inspection, the programme was appropriately organised and sufficiently resourced.  
W26 There are very thorough risk assessments, externally audited by the wider organisation, ALG. These include generic and specific risks as well as emergency procedures. Staff are given a full briefing before each event and risk assessments are reviewed afterwards.

### Safeguarding under 18s

Safeguarding under 18s	Need for improvement
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Not met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

#### Comments

At the time of the inspection, there were 102 under 18s studying at the college and no adults. Year round the students are under 18 or 18 years old.

S2 The CD, who is the designated safeguarding lead (DSL), had only completed basic level training. The local homestay organiser had not undertaken up-to-date safeguarding training and there was no evidence that homestay hosts were made aware of the safeguarding policy.

S4 Although there are rigorous procedures for the safer recruitment of staff, safer recruitment procedures were not in place for homestay hosts, including conducting current criminal record checks and obtaining references.

S6 Although there are age-specific procedures and rules in place for ensuring the safety of students during any free time, there was insufficient monitoring of the rules about accessing the residences during the daytime and in one case the homestay host was not following the correct procedures regarding free time at the weekend.

### Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

#### Comments

D1 The items sampled were satisfactory.

#### Organisation profile

Inspection history	Dates/details
First inspection	2009
Last full inspection	2017
Subsequent spot check (if applicable)	2018, 2019
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	Junior summer centres in other locations in the UK.
Other related non-accredited schools/centres/affiliates	English language courses in the USA and outbound trips to Europe, South America and China through Ardmore Educational Travel. School integration and academic year programmes.

#### Private sector

Date of foundation	1984
Ownership	Name of company: Ardmore language schools Company number: 1647636
Other accreditation/inspection	N/a

#### Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	In peak week (2022): July (organisation's estimate)
	At inspection	In peak week
<b>ELT/ESOL students (eligible courses)</b>		
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	20	33
Full-time ELT (15+ hours per week) aged under 16	82	142
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	<b>102</b>	<b>175</b>
Junior programmes: advertised minimum age	8	8
Junior programmes: advertised maximum age	18	18
Junior programmes: predominant nationalities	French	French, Spanish
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

<b>Staff profile</b>	<b>At inspection</b>	<b>In peak week (organisation's estimate)</b>
Total number of teachers on eligible ELT courses	4	7
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	9	

### **Academic manager qualifications profile**

<b>Profile at inspection</b>	
<b>Professional qualifications</b>	<b>Number of academic managers</b>
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
<b>Comments</b>	

The figure above includes the AD, who was not based in Maidenhead. Neither academic manager was teaching in the week of the inspection.

### **Teacher qualifications profile**

<b>Profile in week of inspection</b>	
<b>Professional qualifications</b>	<b>Number of teachers</b>
TEFLQ qualification	0
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	4
<b>Comments</b>	

None.

### **Accommodation profile**

<b>Number of students in each at the time of inspection (all students on eligible courses)</b>		
<b>Types of accommodation</b>	<b>Adults</b>	<b>Under 18s</b>
<i>Arranged by provider/agency</i>		
Homestay	0	12
Private home	0	0
Home tuition	0	0
Residential	0	90
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
<b>Overall totals adults/under 18s</b>		
	0	102
<b>Overall total adults + under 18s</b>		102