

Organisation name	Country Cousins
Inspection date	8–9 September 2022

Section standards	
<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.	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

## Recommendation

We recommend continued accreditation with a spot check within 12 months. However, evidence must be submitted within three months to demonstrate that weaknesses in safeguarding under 18s have been addressed. The required evidence was subsequently submitted.

## Summary statement

The British Council inspected and accredited Country Cousins in September 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

Overall, the inspection report stated that the organisation met the standards of the Scheme. However, a need for improvement in the areas of staff management and safeguarding under 18s was noted.

## Introduction

Country Cousins (CC) is a family-run organisation originally set up in 1951 to provide homestay opportunities to teenagers from overseas. English language courses were introduced in 1973, and CC was first accredited in 2013. The current Channel School of English (CSE) premises in Ilfracombe were acquired in 1980. The present owners took over the business in April 2006. CC is the holding company and operates out of CSE. Courses are advertised as CC courses, and CSE is the English language school it currently runs. CC also runs guardianship services, private school placements, as well as a fleet of buses and minibuses. CC also runs a joint venture in the town to enable local youth to interact with international students (PALS).

This compliance-only inspection, which was conducted remotely, took the equivalent of one and a half days over two days. The inspectors held meetings with the CEO, the school director, the director of studies (DoS), the office manager, the welfare and accommodation assistant, and the one teacher teaching at the time of the inspection. A focus group meeting was held with a group of students. There was one teacher teaching during the inspection, and they were observed once by each inspector. One inspector conducted a virtual visit of a homestay. The inspection included a virtual tour of the main school premises. Students and staff were also asked to comment on the state of the premises.

## Address of main site/head office

Bicclescombe Park, Ilfracombe EX34 8JN

## Description of sites visited/observed

The company owns the premises, which are situated on a hill next to a public park. The premises, known as the *Channel School of English*, comprise a two-storey house and a number of outbuildings. There is also a large outdoor area which is furnished with barbecue-style tables. There are 14 classrooms of varying sizes, a student lounge with sofas and a hot drinks vending machine, a reception area, a staffroom with kitchenette, a teachers' room with another kitchenette alongside, and a number of offices for management and administrative staff.

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 Country Cousins (CC) offers group courses for students aged 11–17. During summer and at Easter, open enrolment courses are also offered for 11–17 year olds as well as 6–10 year olds. As well as English language tuition, courses include a wide range of activities. The activities include various sporting options as well as musical theatre and a course focusing on the culture of the local area. The school also offers non-accredited guardianship and academic placement services.

## Management profile

The CEO has overall responsibility for the day-to-day running of the school. He is also responsible for the social programme. The director, DoS, and office manager all report to the CEO. The welfare and accommodation assistant reports to the director and the DoS manages the teaching team.

## Accommodation profile

Accommodation is provided in homestays only and the service is managed by the school. All hosts are within Ilfracombe and within walking distance of the school, or served by a dedicated school bus. At inspection, there were

27 active hosts, only one of whom was hosting students. This homestay provider is also the school's accommodation and welfare officer.

## Summary of inspection findings

### Management

Overall, the provision meets the section standard. Clear values and objectives are in place, but feedback systems are insufficiently systematic. Suitable HR policies are in place but not all staff management procedures are rigorously followed. Student administration systems are good. There were a number of issues with publicity, but these were addressed during the inspection. There is a need for improvement in *Staff management*.

### Premises and resources

The provision meets the section standard. 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.

### Teaching and learning

The provision meets the section standard. 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.

### 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. Students benefit from well-managed student services, including out-of-class activities and suitable accommodation.

### Safeguarding under 18s

Overall the provision meets the section standard. In general there is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in leisure activities and accommodation. However, collection of evidence of safeguarding training is insufficiently rigorous, the safer recruitment procedures in place are not always followed, and rules for students outside the scheduled programme require risk assessment. 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.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all 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.	Met
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.	Not met
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.	Met

## Comments

A detailed mission statement is in place and is clearly central to the ethos of the school. Objectives for the future have been necessarily short-term in the past year, but evidence was seen of more long-term plans and the steps to be taken towards achieving them. The structure for the organisation is clear and cover is appropriate. Communication through both formal and informal channels is effective. Feedback systems are in place, but while evidence was seen of action taken in response to both student and staff feedback, there is no systematic approach to collating this feedback and recording action taken in response. The self evaluation contained a suitable level of detail and provided evidence of the review of systems and processes.

<b>Staff management and development</b>	<b>Need for improvement</b>
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	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.	Not 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**

Appropriate HR policies are in place and are regularly updated by an external agency. Although job descriptions are suitable in most cases, those of the safeguarding leads make no reference to their specific responsibilities in this area. It is the procedure to review job descriptions as part of the appraisal process, but no evidence of review is recorded. Recruitment and induction procedures are in place but not all staff files contain the required two references. Suitable appraisal procedures are in place for all full-time staff but teachers and activity leaders on temporary contracts are not appraised. Continuing professional development opportunities are provided for all staff.

<b>Student administration</b>	<b>Need for improvement</b>
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.	Met
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**

It was clear from speaking to both staff and students that providing a high level of personalised customer service is given a high priority at CC. The information shared with students and their representatives is clear and well presented and enrolment procedures are carried out fairly and efficiently. Student records are up to date and a clear attendance policy is in place as are records of action taken on student absence. Students are made aware of the conditions under which they may be asked to leave the course in the student handbook, which also provides clear guidance on the complaints procedure. A complaints log is maintained.

<b>Publicity</b>	<b>Need for improvement</b>
	Met

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

#### Comments

Publicity comprises a website and digital brochure. Both are considered the main form of publicity. Both the website and brochure contain accurate information that gives rise to realistic expectation. Although the level of English is appropriate, there were a number of linguistic errors. This was amended during the inspection and is no longer a point to be addressed. Information provided on courses and costs is clear and easy to find. The description of the level of care given to students under 18 was lacking in detail and was also open to misinterpretation. This was amended during the inspection and is no longer a point to be addressed. A number of required details regarding accommodation were missing. This was amended during the inspection and is no longer a point to be addressed. Descriptions of staff qualifications are accurate and claims to accreditation are appropriate.

### Premises and resources

<b>Premises and facilities</b>	Met
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.	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

The building is in a fair state of repair and decoration with adequate toilet facilities. Students spoken to confirmed that the building is always very clean. Classrooms vary in size, but all are bright and are suitably furnished. There is a student lounge and outside 'BBQ area' where students can relax and eat lunch. Drinking water is available and all students are provided with a packed lunch by their hosts. Wayfinding signage as well as that for emergency exits is satisfactory and there are noticeboards for the display of general information. There are two staffrooms with kitchenettes, one for teachers and one for administration staff and group leaders.

<b>Learning resources</b>	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a

P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Not met
<b>Comments</b>	
The majority of materials used are produced in house and are digital in nature. They have been designed with the age and interests of CC's students in mind. A wide range of printed supplementary materials is also available. Educational technology is well maintained, and staff are given good support in the use of it. Although materials are updated on an ongoing basis, there is no policy in place to inform this.	

## 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>	
The academic profile of the teaching team is appropriate and many of them have suitable experience with young learners. Both members of the academic management team have a wealth of teaching and management experience.	

<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.	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>	
The matching of teachers to courses and the timetabling of courses and classes is handled sensibly. Experience is taken into consideration as is, where possible, preference. Cover for absent teachers is suitable for the size of the operation, and systems for the management of continuous enrolment are effective. Although an observation procedure is in place, records showed little evidence that attention is paid to areas for development. See also M12.	

<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.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met

T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	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.	Met

#### Comments

The course materials are very well designed, and teachers are free to adapt and omit as they wish; but there are no systems in place, such as weekly plans or records of work, for the DoS to ascertain that teachers are delivering it as intended. Review of course design is an ongoing project and course outlines are available to students via the online syllabus. Good use is made of interaction with homestay hosts for the purpose of homework tasks which further develop students' language skills outside the classroom. The syllabus does not specify study and learning strategies for each level, and no evidence was seen that they are covered systematically. See also T11. Classroom time is spent both preparing for full day excursions as well as reflecting on them upon their return.

<b>Learner management</b>	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	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.	Not met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

#### Comments

Placement procedures are entirely satisfactory, and students are encouraged to reflect on their own progress with teachers at the end of every lesson. Requests to change class or course are handled in a practical but sensitive manner. The academic reports produced are clear and informative, but the leaving certificate claims that students have completed a level; a claim for which there is no evidence on short courses with no formal testing.

#### Classroom observation record

Number of teachers seen	1
Number of observations	2
Parts of programme(s) observed	General English

#### Comments

None.

<b>Teaching: classroom observation</b>	Met
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.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	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.	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.	Met

**Comments**

T23 The teacher provided clear and accurate models, dealt with emerging language effectively and attention was paid to aspects of pronunciation.

T24 Although student profiles were brief, the content of the lessons was appropriate to the age and interests of the class.

T25 Learning outcomes were referred to as the lesson progressed and the lesson itself was logically staged.

T26 A range of suitable teaching techniques was seen. This included effective elicitation, clear instructions, and choral drilling of new and corrected language.

T27 The classroom environment and resources were managed effectively. The whiteboard was well-organised and classroom technology was used with confidence.

T28 Praise was used appropriately and both on the spot and delayed error correction techniques were seen.

T29 Learning was evaluated by means of short checking tasks and a reflection stage at the end of the lesson.

T30 The teacher created a pleasant and purposeful atmosphere. Students were clearly engaged with their learning and rapport with the teacher was good.

**Classroom observation summary**

The teaching observed met the requirements of the Scheme and was satisfactory against the criteria. Lessons had been planned well and demonstrated sound knowledge of the language. Learning outcomes were achieved through a coherent series of activities. Appropriate techniques were used and the resources and classroom environment were managed effectively. Feedback given was appropriate and activities allowed learning to be evaluated. Rapport between students and teacher was conducive.

**Welfare and student services**

<b>Care of students</b>	<b>Met</b>
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	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.	Met
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.	Met
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.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

**Comments**

A premises risk assessment is in place, and there are regular, logged fire drills. An appropriate emergency plan is made known to staff, group leaders and students. Good pastoral support is available, and the relevant staff members are made known to students on arrival and through induction. Tolerance and respect are actively promoted, and staff and students are aware of procedures for dealing with abusive behaviour. All students wear a wristband with the 24-hour emergency contact number. Transfer is almost exclusively organised by the school and accommodation bookings include full details; general information on means of transport and costs is limited. Health care provision is available through the local surgery and information on this and all other relevant aspects of life in the UK is provided in handbooks and pre-arrival documents.

<b>Accommodation (W9–W22 as applicable)</b>	<b>Met</b>
<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.	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

All students are accommodated in homestay accommodation, which is managed by the school and inspected regularly. The homestay accommodation visited provided a very welcoming and comfortable environment for students. There are clear systems in place to ensure that all criteria in this area are fully met.

#### *Accommodation: homestay only*

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

The homestay providers' agreement and guidelines are clear and cover all criteria in this area.

#### *Accommodation: other*

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

Not applicable.

#### Leisure opportunities

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

Sport and leisure activities are at the heart of the school's offer, and students are able to choose from a wide range of interesting and age-appropriate activity programmes, which are very well organised. Risk assessments are detailed and there are clear procedures for their use, including review. Staff are made aware of their responsibilities, and specialist activities are organised through local organisations with appropriately qualified staff.

### 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

All students are under 18.

The safeguarding policy covers all required areas. Although all staff normally undertake basic awareness training, evidence of its completion was missing in a small number of cases. The designated safeguarding lead (DSL), and designated deputy (DSP) are both trained to specialist level, although the DSL's training is in need of updating. The DSP is currently acting DSL. Appropriate parental consent forms are completed for all students. Although safer recruitment procedures are in place they are not always followed sufficiently closely: sampled staff and host files did not all contain the requisite references. In addition, there has been a period when the reference request form, now updated, did not ask a question regarding candidates' suitability to work with under 18s. There are good arrangements for supervision and safety during scheduled activities, and outside the programme rules are generally clear and actively promoted through handbooks and inductions. However, some rules require more specific detail, and these arrangements are not risk assessed. There are good systems in place to enable 24-hour contact with parents and guardians as required.

#### 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	July 2013
Last full inspection	July 2017
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	Guardianships & academic placements
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	1951
Ownership	Name of company: Country Cousins Ltd Company number: 05696793
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
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	0	30
Full-time ELT (15+ hours per week) aged under 16	2	80
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</b> ELT/ESOL students shown above	<b>2</b>	<b>110</b>
Junior programmes: advertised minimum age	6	6
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	German	Czech, Spanish, Italian
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

### Staff profile

	At inspection	In peak week
Total number of teachers on eligible ELT courses	1	4
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	1	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	1	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
None.	

**Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	1
Comments	
None.	

**Accommodation profile**

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