

Organisation name	The English Experience, Norwich
Inspection date	5–6 August 2024

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 safe, 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

<b>Recommendation</b>
We recommend continued accreditation.

<b>Summary statement</b>
<p>The British Council inspected and accredited The English Experience in August 2024. 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in general English for closed groups of students aged 11 to 18 years old, and vacation courses for groups and individual students aged 12 to 18 years old.</p> <p>Strengths were noted in the areas of strategic and quality management, premises and facilities, learning resources, academic management, course design, teaching, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

The English Experience is a well-established school based in the centre of Norwich. It caters to school-age students, mostly in closed groups, attending short courses or examination preparation classes.

The inspection was conducted over one and a half days by two inspectors. They had meetings with the school director (SD), the head of teaching (HoT) the PA to the SD/welfare officer, the social programme coordinator, the teachers, the activity leaders and representative groups of students and group leaders. One inspector inspected three homestays remotely and the teachers were observed by both inspectors.

## Address of main site/head office

8–10 Upper King Street, Norwich, Norfolk NR3 1HA

## Description of sites visited/observed

The school occupies a three-storey period building in the centre of Norwich. The ground floor accommodates the reception, three offices, a staff kitchen, a student common area, male and female toilets (one of which has easy access) and one classroom. On the first floor, there are four classrooms, a teachers' room and academic offices, and toilets. On the second floor, there are four classrooms, offices for the overseas operation and toilets.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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"/>
Content and language integrated learning (CLIL)	<input checked="" 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

The school provides year-round and summer courses for school-age students. From September to June these are short courses for closed groups of students aged 11 to 17 (exceptionally 18) accompanied by their teachers or group leaders. For some courses the groups are integrated; some courses are bespoke and the groups are separate. For most of the courses the focus is on British culture. From June to August the school offers 'Summer study holidays' for students aged 12 to 17 (exceptionally 18 with younger siblings or as part of a school year group). These attract both groups and individuals and provide 15 hours of general English lessons with activities and excursions.

## Management profile

The director is directly responsible for the overall running of the operation, with the PA/Welfare and the HoT reporting to her. In turn, the PA/Welfare line manages the accommodation officer and the social programme co-ordinator. The teachers report to the HoT.

The school currently uses the services of an external consultancy to support the HoT who is not TEFLQ. The two TEFLQ consultants conduct formal observations, provide some continuing professional development (CPD), and review the course design and resources.

## Accommodation profile

The school offers accommodation in a wide range of homestays. No other accommodation is offered or recommended.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision clearly operates to the benefit of its students, and in accordance with the organisation's stated goals, values, and publicity. *Strategic and quality management* is an area of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very attractive, comfortable, and professional environment for work and relaxation. Many learning resources are designed and produced in house to very good effect. *Premises and facilities* and *Learning resources* are areas of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The professional profile of the academic staff team is appropriate and teachers benefit from very good support and guidance. Courses are well designed and structured to ensure that students are effectively supported in their learning. The teaching observed met the requirements of the Scheme. *Academic management*, *Course design* and *Teaching* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of the students for pastoral care, information, advice and support are well met. Accommodation is of a good standard and well managed. The leisure programme is closely aligned with student needs and interests and is very well managed. *Leisure opportunities* is an area of strength.

### Safeguarding under 18s

The provision meets the section standard. There is a very comprehensive safeguarding policy and staff undergo regular safeguarding training. Recruitment policies and procedures are appropriate. Parental consent forms are on file and there are student rules in place for all under 18s.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Area of strength
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.	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.	Strength
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

M4 There are very effective communication channels; noticeboards display up-to-date information and there are daily staff meetings.

M5 There are very effective measures for obtaining and acting upon feedback from students and group leaders at the start, during and at the end of each course. There is evidence of appropriate action taken in response to feedback. The information is collated and informs future development.

M6 Feedback is obtained from staff in informal ways in daily meetings and more formally via questionnaires and appraisals. Staff confirmed that their views were sought and valued.

M7 The action plan was completed fully. Minutes from meetings provide clear evidence that systems and processes are reviewed and action taken in response to feedback.

<b>Staff management and development</b>	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

#### Comments

M9 Job descriptions were not up to date and some did not describe accurately the qualifications and responsibilities of the post-holders. In particular, the safeguarding responsibilities of staff were not detailed. These were amended during the inspection and are no longer a point to be addressed.

M10 A clear and thorough recruitment policy and set of procedures is in place. There is evidence of a systematic approach to selecting appropriate staff. Newly appointed staff cannot begin until a valid security check is completed.

M11 The induction procedures are very thorough. Completed checklists were seen in staff files. All new staff are required to take a safeguarding awareness course and the HoT reported that she had a period of shadowing her predecessor before taking over the role.

M13 CPD for all staff is well established and funded. Appraisals effectively identify developmental needs and opportunities. Statutory training is well documented. Support is available for staff members wanting to add to or upgrade their qualifications.

<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Not met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Strength

#### Comments

M14 Student feedback on customer service within the school is positive. Group leaders commented very favourably on the speed with which school staff respond to and resolve any issues.

M15 The service is of a high standard. Parents of individually booked students receive personalised information and advice about the provision. Courses for groups are mostly negotiated with sending schools and agents before arrival and this flexibility and responsiveness continues once the groups are in the school.

M16 The booking system is well structured and relevant information is easily accessible to staff in order for them to plan ahead. There is a fair and flexible approach to cancellations.

M17 The school does not have an effective system for consistently recording the contact details of the students' next of kin so that they are easily accessed in case of an emergency.

M18 There is an effective policy on student attendance in place and made known to students and group leaders. Attendance at the start of lessons and activities is checked by a senior member of staff, and all absences are followed up immediately.

M19 An effective staged discipline process is in place, and clearly conveyed to students in writing, and reinforced verbally if necessary. The process is clearly described in handbooks and in the terms and conditions.  
M20 It is made very clear to students and group leaders who to go to if they have a problem. There are photographs of staff and their responsibilities on noticeboards and in handbooks. The formal complaint procedures are described on the website.

<b>Publicity</b>	<b>Met</b>
M21 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.	Strength
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M25 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
M26 Publicity gives an accurate description of any accommodation offered.	Strength
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

#### **Comments**

The website is the main form of publicity. There is also a brochure which can be downloaded from the website and social media channels are also used.

M21 The website and brochure provide a very clear and accurate description of the school and its services; there are photographs of past students and of the premises, sample programmes and timetables.

M22 The photographs and tables of information, rather than extended text, make the website and brochure attractive and very accessible to prospective clients.

M24 At the start of the inspection the course fees for individual students attending the summer study holiday and the costs of examination fees were not available. The publicity was amended during the inspection and this is no longer a point to be addressed.

M26 The description of the homestay accommodation is well presented with all facilities and costs clearly described and photographs of some hosts.

### **Premises and resources**

<b>Premises and facilities</b>	<b>Area of strength</b>
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

#### **Comments**

P2 The standard of the premises is very high. The period property has been adapted to provide a very attractive and comfortable environment for staff and students. All areas are in a very good state of repair, decoration and cleanliness.

P3 Classrooms are spacious, attractively decorated and furnished to allow flexibility of use. They are air conditioned, and with ample natural light.

P5 Signage is very good throughout the building. Excellent use is made of the facilities for the display of information; noticeboards are attractive, up to date and well organised. Very good use is made of wall space in the classrooms and staffrooms.

<b>Learning resources</b>	<b>Area of strength</b>
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
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 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

#### **Comments**

P7 There are well-designed packs of materials for each level and course type. Students have attractively presented booklets and folders.

P8 Teachers have well-organised packs of teaching materials and resources linked to each course plan. The bank of materials is added to as new courses are negotiated and new topics introduced.

P11 There is clear evidence that student and staff feedback informs the continuing review of teaching and learning resources. In addition, an external consultancy has been used to review the resources in relation to the different courses.

### **Teaching and learning**

<b>Academic staff profile</b>	<b>Met</b>
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

#### **Comments**

The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.

<b>Academic management</b>	<b>Area of strength</b>
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Strength
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength

#### **Comments**

T7 There are very effective arrangements for the academic induction of new teachers. New members of staff are invited to observe classes before starting and the HoT familiarises the teachers with the course plans and resources for the course they are going to teach.

T8 The day-to-day guidance and support provided by the HoT is very effective and appreciated by the teachers. Daily meetings are held in which any issues about the students or the programme can be raised.  
 T9 There is a formalised peer observation scheme which includes the HoT. In addition, two external consultants formally observe and give very comprehensive feedback to all academic staff members.  
 T10 A programme of targeted CPD has been devised and delivered with the assistance of the external consultants. The HoT has recently successfully completed a course in academic management.

Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

**Comments**

T11 Programmes are designed to deliver the stated outcomes for each course type. For the summer programme there are courses at five levels. Each course has an individual syllabus, example timetables, set of resources and detailed guidelines for teachers.  
 T13 All courses are reviewed systematically, taking into consideration both student and teacher feedback on topics, activities and resources. The views of the consultants have also been taken into account.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

**Comments**

T17 There are formal arrangements for students to set and review their own short and long-term goals. At the end of each morning's lessons, students are asked to reflect on their achievement of the learning objectives.

**Classroom observation record**

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	All lessons at three levels.

**Comments**

During the week of the inspection the HoT was scheduled to teach.

Teaching: classroom observation	Area of strength
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Strength
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Strength

T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Strength
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength
<b>Comments</b>	
<p>T19 Teachers produced accurate models of spoken and written English. The methods used to illustrate and exemplify language were suitable for the students' level and the aims and objectives of the lesson.</p> <p>T20 Lesson plans were informed by overall course objectives. The topics were relevant to the interests of the students and to the length of the course.</p> <p>T21 Intended learning outcomes were very clear and discussed with students at the beginning of each lesson. Objectives were achieved through an appropriate sequence of activities and plans included a stage to review outcomes.</p> <p>T22 There was evidence of a range of techniques to present and practise language and to develop skills. Teachers elicited and illustrated the meaning of target language well. Nomination and questioning techniques were used to good effect. Effective scaffolding of students' learning was observed.</p> <p>T23 Teachers made very competent use of the available teaching and learning resources: handouts and prompt cards. Seating arrangements were appropriate and pair and groupwork was handled well.</p> <p>T24 Teachers monitored students' performance during activities and provided encouragement as appropriate for the stage in the course. In better segments, some helpful error correction was observed.</p> <p>T25 Lessons included activities and short tasks for teachers and students to evaluate whether learning was taking place and teachers often provided opportunities for students to demonstrate their ability to use recently learned language. At the end of the lessons, students were encouraged to evaluate their achievement of their learning objectives.</p> <p>T26 In all classes, there was a positive, purposeful, yet relaxed and inclusive learning atmosphere. Teachers demonstrated good voice projection and energy. Learners were actively engaged with the topics and activities and were clearly enjoying their lessons.</p>	

## Welfare and student services

<b>Care of students</b>	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W2 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
W3 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
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met
<b>Comments</b>	
<p>W1 There is a plan to respond to an emergency but it is limited in scope, essentially to communication between members of staff; there is no insistence on how to locate and communicate with all students. The policy was not known to all staff.</p>	
<b>Accommodation</b> (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met



W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

#### Comments

W11 There are clear channels for dealing with any problems students have with their accommodation. Issues and the measures taken to resolve them are recorded; it was clear that this happened promptly and effectively.  
W12 There is a very full handbook for accommodation providers giving explicit and comprehensive information for hosts together with a code of conduct.

#### Accommodation: homestay only

W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### Comments

All the criteria in this area are fully met.

#### Accommodation: other

W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

#### Comments

None.

#### Leisure opportunities

W19 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
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

#### Comments

W20 Leisure programmes are negotiated with sending agencies to ensure that they are aligned with students' age, interests and preferences. Alternative activities are always available in the case of poor weather.  
W21 Activities are well organised and resourced. Activity leaders reported that requests for new and replacement equipment were encouraged and promptly met.  
W22 There are full risk assessments for all activities. The relevant assessment is issued to activity leaders as part of the activity pack; leaders are encouraged to feed back on the outcomes of the activity and recommend any amendments felt to be necessary to the assessment.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	Met
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.	Strength

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.	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.	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.	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 at the time of inspection were under 18; occasionally, a small number of 18 year-olds may be accepted.

S1 The safeguarding policy is extremely comprehensive and detailed. There is a named member of staff who acts as the designated safeguarding lead. She is supported by three designated safeguarding persons.

#### 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	2003
Last full inspection	2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	The organisation of summer camps overseas.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	1998
Ownership	Name of company: The English Experience (UK) Ltd Company number: 3411343
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

<b>Student profile</b>	At inspection	Estimate at peak
<b>ELT/ESOL students (eligible courses)</b>	At inspection	March
Full-time ELT (15+ hours per week) 18 years and over	0	3
Full-time ELT (15+ hours per week) aged 16–17 years	5	35
Full-time ELT (15+ hours per week) aged under 16	28	33
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total ELT/ESOL students shown above</b>	<b>33</b>	<b>71</b>
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
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	17 (18 exceptionally)	17 (18 exceptionally)
Junior programmes: typical length of stay	14 nights	7 nights
Junior programmes: predominant nationalities	Taiwanese, French	Italian, German

<b>Staff profile</b>	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	2	5
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	2	
Number of academic managers for eligible ELT courses	1 (+2)	1 (+2)
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	1	

## Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	(2)
Academic managers without TEFLQ qualification or three years' relevant experience	1
Total	1 (+2 consultants)

### Comments

The HoT does not typically teach during the summer but was scheduled to teach 15 hours during the inspection week. The two TEFLQ consultants conduct formal observations, provide some CPD, and review the course design and resources.

## Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	0
TEFLI qualification	3
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0

Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	3
<b>Comments</b>	
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>	Provider	Provider
Homestay	N/a	33
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	0	33
Overall total adults + under 18s	33	

### Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in M17 and W1 have been addressed. The required evidence was subsequently submitted.