

Organisation name	Find Education, head office London
Inspection date	7–9 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 Find Education 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 residential vacation courses in general English for students aged 11 to 18.</p> <p>Strengths were noted in the areas of student administration, course design, care of students, accommodation, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Find Education (FE), previously known as Angle Education, started in 2013. The organisation runs international summer camps in Tooting, Wembley, Oxford and Athens. It also offers after schools clubs, and holiday clubs during the school holidays, and accommodation provision through Find Digs, a separate company also owned and run by the FE director. The international summer camps are solely for closed groups. Some groups come with their own directors, activity staff and group leaders, and deliver their own activity programme; others take up the activity programme offered by FE. All summer camp students stay in residential accommodation.

The inspection took place over three days. Two inspectors visited two summer camp sites (Wembley Centre and Tooting Centre, both in London) as well as head office. At the summer camps, meetings were held with the centre managers and directors of studies (DoSs), as well as with group leaders, activity leaders, students and teachers. At head office, meetings were held with the managing director, the academic director and the sales manager. All teachers timetabled during the inspection were observed. One inspector visited the respective residences.

## Address of main site/head office

41 North End Road, London W14 8SZ

## Description of sites visited/observed

Wembley Centre, London (College of North West London, 147A Wembley Park Drive, Wembley HA9 8QH). FE uses rooms on the fifth floor of a further education college. There are seven classrooms, male and female student toilets and two large offices, one for staff and the other for group leaders. The school also has the use of a canteen on the sixth floor and a large classroom on the seventh floor which is used as a relaxation space for students during breaks and lunchtimes in addition to the open space in reception on the ground floor. Staff toilets are on the third floor. Another language school was using the fourth floor and a separate canteen space on the sixth floor during the time of inspection. The student residence is a ten-minute walk from the college.

Tooting Centre, London (Graveney School, Welham Road, Tooting SW17 9BU). FE uses a classroom block in the centre of the campus close to one of the two student residences. It also has the use of a portacabin block, located near the classroom block, with two rooms, one for staff and the other for group leaders. Staff toilets are in the classroom block and student toilets are in the main school, where FE also has access to a large theatre-style room for daily assemblies and a large canteen. The other student residence is a very short walk from the main school.

Head office, London. FE head office is located on four floors of a building in Hammersmith, west London. There are several offices, a small kitchen and storage space for activity equipment.

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 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"/>
Applied English/Content and language integrated learning (CLIL)	<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

The majority of the provision is general English courses of 15 hours a week for under 18s, with an integrated programme of social activities and excursions. All courses are for closed groups and sometimes include students who have already turned 18 but are in the same year group.

## Management profile

FE is owned and run by a managing director, supported by a team of operational, marketing and finance personnel as well as the academic director. The academic director and the operations manager oversee the set-up and

running of the summer camps. At each summer camp there is a DoS and a centre manager, who are responsible for the day-to-day running of the centre.

### Accommodation profile

The ensuite accommodation is in residential blocks at both centres. At Wembley the residence is a 15-minute walk away and only a few minutes' walk away at Tooting. At Wembley seven bedrooms are arranged in flats. At Tooting the bedrooms are hotel-style located along corridors. Tooting residences are managed by Find Digs, the FE sister company. At Wembley the residence is managed by a third party.

### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. The organisation has clearly stated goals and values and the structure is clear. Human resources policies and procedures are robust and staff are well managed. Administration is efficient and effective. Publicity is clear and appropriate. *Student administration* is an area of strength.

#### Premises and resources

Overall the provision meets the section standard. Weaknesses in safety, security and general upkeep were identified at both premises. However, teaching and learning resources are good, there are suitable workspaces for staff, and students have appropriate facilities for relaxation and the consumption of food.

#### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic management team has a professional profile appropriate to the context. Teachers receive effective guidance and support. Courses are well designed and structured and managed to provide the maximum benefit to students. The teaching observed met the requirements of the Scheme. *Course design* is an area of strength.

#### Welfare and student services

The provision meets the section standard and exceeds it in some respects. Arrangements to meet the needs of students for security, pastoral care, information and leisure activities are very well considered and implemented. Feedback about the well-managed leisure programme is very positive, and the accommodation is of a very good standard. *Care of students*, *Accommodation* and *Leisure opportunities* are areas of strength.

#### Safeguarding under 18s

The provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure programme and accommodation. However, there is a lack of procedures when group leaders opt out of the pre-arranged programme.

#### 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.	Not 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.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	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
<b>Comments</b>	
M2 The business plan was minimal and did not provide evidence of work being carried out towards achieving the stated objectives.	
M4 Activity leaders, teachers, students and group leaders all commented that communication channels were very effective and helped to create a strong sense of team. Regular meetings and a social media application are the predominant communication tools. At the Tooting centre a daily assembly was particularly effective in passing on key information to students and group leaders.	
<b>Staff management and development</b>	
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 ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
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.	Met
<b>Comments</b>	
M8 There is a strong set of human resources policies that are detailed in the staff handbook and explained thoroughly during induction.	
M11 Comprehensive induction documentation was seen and staff reported that they received bespoke induction related to their role. Walk-through tours are in place for activity leaders and new teachers are paired with returners to provide support. Feedback is undertaken for quality and development purposes.	
<b>Student administration</b>	
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.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	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.	Met
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.	Met
<b>Comments</b>	
M14 Training in customer service has been provided for relevant administrative staff and feedback indicated high levels of customer satisfaction.	
M15 Group leaders were extremely satisfied with the information and advice available prior to arrival and appreciated the flexibility of the organisation to accommodate specific requests.	
M18 Punctuality and attendance is explained in the student handbooks and is reiterated during induction and throughout the programme. Students are taken to their lessons and activities by group leaders, ensuring that punctuality and attendance is strictly adhered to.	
<b>Publicity</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.	Met

M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
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.	N/a
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.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met
<b>Comments</b>	
There is a website and a brochure. The website has specific 'fact sheets' for each site. All criteria in this area are met.	

## Premises and resources

<b>Premises and facilities</b>	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not 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.	Not met
P3 Classrooms and other learning areas provide a suitable study environment.	Met
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.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met
<b>Comments</b>	
<p>P1 Fire drills have not been conducted for all the residences in use. In addition, the premises risk assessment for the Wembley centre pays insufficient attention to the risks associated with a lack of circulation space. On the day of inspection at the Tooting centre, the main gate was open and there was no-one on reception to check who was accessing the building.</p> <p>P2 The premises at both sites require some updating, and handbasins in the boys' toilets at the Tooting centre were not clean. Circulation space at Wembley is tight given the numbers of students using the premises, and students congregate in the stairwells and on the stairs during their breaks and before lessons. An additional room has been made available on the seventh floor during breaks but it does not provide a comfortable environment for students.</p>	

<b>Learning resources</b>	Met
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.	Met
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.	Met
<b>Comments</b>	
P8 Teachers have access to a systematic set of teaching and learning materials at all levels to cover each of the themes covered by the syllabus. Lesson plans are also available for inexperienced teachers. There are additional paper-based resources should teachers want to develop their own materials.	

## 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.	
<b>Comments</b>	
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>Met</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.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
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.	Not met
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.	Met
<b>Comments</b>	
<p>T5 Each centre has a cover rota and, should it be required, the DoSs at each centre can also cover.</p> <p>T6 The school has developed an effective modular structure that ensures there is no repetition of themes or materials. Teachers are given support and CPD on how to integrate new arrivals into the class.</p> <p>T8 All teachers receive very good guidance and day-to-day support. There is designated time for teachers to work with an academic manager or senior teacher and regular meetings to discuss lesson planning and to share good practice in specific areas. Teachers praised the academic managers at both centres for the high levels of support they provided.</p> <p>T9 Two teachers at the Wembley centre had not been observed. Both were new to the organisation.</p>	
<b>Course design and implementation</b>	<b>Area of strength</b>
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.	Strength
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
<b>Comments</b>	
<p>T11 Course design is theme-based and modular in approach, which works well for the summer camp context and allows for maximum flexibility.</p> <p>T12 Themes are designed to encourage students to use English on all activities and excursions. There is also an 'out and about' element to some courses, where students receive language lessons in venues such as the British Museum. This is a targeted area of curriculum development.</p> <p>T13 Existing course modules are updated in response to staff and student feedback and new modules are developed throughout the year to ensure the curriculum is current and appealing to students. Key staff are given time throughout the year to develop this aspect of the curriculum.</p>	

<b>Learner management</b>	Met
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.	Met
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

All the relevant criteria in the above area are fully met.

#### Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	General English

#### Comments

All staff teaching at the two centres at the time of inspection were observed.

<b>Teaching: classroom observation</b>	Met
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.	Met
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.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Not met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

#### Comments

T19 In the majority of lessons teachers used very clear and accurate models of English and gave appropriate explanations and relevant examples of language.

T20 In the majority of lessons the theme-based curriculum provided topics of interest to students. In the best lessons there were good examples of integrating new students and lesson plans showed appropriate anticipation of potential problems in relation to needs and background. In weaker segments, some content was less appropriate for the level and age of the students.

T21 Learning outcomes were made known to students at the beginning of each lesson and in general, lessons were well structured and sequenced.

T22 A good range of teaching techniques was evidenced with teachers using warmers, elicitation, concept checking and effective questioning. Teachers also demonstrated effective techniques in managing young learners.

T23 Teachers made competent use of learning resources, including interactive whiteboards. In the majority of segments teachers controlled the classroom environment and seating arrangements capably. In weaker segments seating arrangements did not allow for good interaction.

T24 Feedback opportunities were missed in most lessons. Monitoring tended to be used to ensure that students were on task rather than to provide feedback on performance.

T25 On the whole, plans allowed for short tasks to be undertaken to evaluate learning and understanding. In some lessons the completion of the task took precedence over ensuring that learning was taking place.

T26 In most lessons students were very engaged in learning and the classroom atmosphere was very positive with students fully on task. Teachers knew their students well as exemplified in a high degree of nominalisation, and they used praise and encouragement to great effect. Students appeared to be very much enjoying their lessons and collaborating successfully with one another.

## Welfare and student services

Care of students	Area of strength
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.	Strength
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.	Strength
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.	Strength
W6 Students have access to adequate health care provision.	Met

### Comments

W1 There are very comprehensive plans in place to respond to emergencies both on and off site. Staff, group leaders and students are appropriately informed of relevant aspects. There is close liaising between the school and hosting organisations regarding the plans and procedures.

W3 Tolerance and respect feature in the organisation's ethos. Relevant policies and procedures are appropriately presented to students in a variety of ways, and group leaders and staff are very aware of these.

W5 Students and their parents receive comprehensive and useful information before arrival and further information is very appropriately presented to students and group leaders on arrival. Pick up and transfer arrangements are very well organised and implemented.

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
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.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
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.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

### Comments

W7 The accommodation is very comfortable in both locations. The ensuite bedrooms and communal areas are very suitably furnished and decorated to a good standard.

W9 All the accommodation, including safety and security checks, is carefully checked before the students arrive and regular checks are made throughout the course.

W10 The information given in confirmations about the accommodation, the facilities offered, and the location is detailed and accurate.

W11 Initial feedback is collected from students during week one and group leaders have regular meetings with staff when they can bring up any problems. Any issues are dealt with swiftly and actions taken are systematically recorded.



<b>Accommodation: homestay only</b>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

**Comments**

None.

<b>Accommodation: other</b>	
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.

<b>Leisure opportunities</b>	<b>Area of strength</b>
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.	Strength
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.	Met
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**

W19 The leisure programme provides students with full access to social and cultural events with a very good balance between cultural and social activities. The leaders of groups that do not participate in the leisure programme are helped in planning trips and booking tickets.  
W20 The leisure programme is very carefully planned to suit the needs and specifications of each group before they arrive. During the course, the programme can be varied at the request of students or their group leaders.  
W22 All excursions and activities have been thoroughly risk assessed. Each event has its own detailed itinerary, with the associated specific risks assessed, and detailed briefings before each event ensure both activity and group leaders are thoroughly prepared.

**Safeguarding under 18s**

<b>Safeguarding under 18s</b>	<b>Met</b>
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.	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 237 students aged under 18 at the Wembley centre and 195 at the Tooting centre. Some students who had only just turned 18 were attending the courses as part of a school group. Such students were made aware that they were on a junior summer camp and were required to abide by rules and procedures for under 18s. The courses run in the summer only.

S1 The safeguarding policy is comprehensive and implemented through and supported by codes of conduct and incident reporting documentation. Procedures for reporting different levels of concerns are very clear.

S6 The procedures for allowing group leaders to opt out of the organised programme are not clearly established or consistently applied and the risks are not systematically assessed.

#### 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: multicentre

Inspection history	Dates/details
First inspection	2016
Last full inspection	2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	Film-making camp (in collaboration with CFS), school integration programmes, after school clubs.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Summer camps in Greece

#### Private sector

Date of foundation	February 2014
Ownership	Name of company: Find Digs Ltd trading as Find Education Company number: 06867926
Other accreditation/inspection	N/a

#### Premises profile

Address of Head Office (HO)	39A–41 North End Road, London W14 8SZ
Name and location of centres offering ELT at the time of the inspection but not visited	None
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	Oxford Centre, City of Oxford College, Oxpens Road, Oxford OX1 1SA

## DATA ON CENTRES VISITED

<b>1. Name of centre</b>	London Wembley Centre
<b>2. Name of centre</b>	London Tooting Centre
<b>3. Name of centre</b>	
<b>4. Name of centre</b>	
<b>5. Name of centre</b>	

Student profile	Totals at inspection: centres visited				
	1	2	3	4	5
Centres					
<b>ELT/ESOL students</b>	At inspection				
18 years and over	47	18			
17 years and under	237	195			
<b>Overall total</b>	<b>284</b>	<b>213</b>			
U18 programmes: advertised minimum age(s)	11	11			
U18 programmes: advertised maximum age(s)	18	18			
Predominant nationalities	Italian, Chinese				

Staff profile at centres visited	At inspection				
	1	2	3	4	5
Centres					
Total number of teachers and academic managers on eligible ELT courses	8	7			
Total number of activity managers and staff	3	4			
Total number of management (non-academic) and administrative staff	1	1			
Total number of support staff	0	0			

### Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years' relevant experience	1	1			
Academic managers without TEFLQ qualification or 3 years' relevant experience	0	0			
<b>Total</b>	<b>1</b>	<b>1</b>			

### Comments

Both academic managers at the centres are well qualified and experienced to provide academic leadership. Neither is timetabled to teach during the summer camp but they may be required for cover teaching. Both had worked as academic managers on previous summer camps with the organisation, and they are well supported by the academic director based at Head Office who also has an appropriate professional profile.

### Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification/profile	0	2			
TEFLI qualification (includes relevant QTS)	6	1			
ATEFL portfolio in progress	0	0			
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0	2			

Holding specialist qualifications only (for ESP/CLIL)	0	0			
Alternative professional profile	1	1			
<b>Total</b>	<b>7</b>	<b>6</b>			

**Comments**

None.

**Accommodation profile**

**Numbers of students in each type of accommodation at time of inspection: at centres visited**

<i>Arranged by provider/agency</i>	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	N/a	N/a				N/a	N/a			
Private home	N/a	N/a				N/a	N/a			
Home tuition	N/a	N/a				N/a	N/a			
Residential	47	18				237	195			
Hotel/guesthouse	N/a	N/a				N/a	N/a			
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a				N/a	N/a			
<i>Arranged by student/family/guardian</i>	Adults					Under 18s				
Staying with own family	N/a	N/a				N/a	N/a			
Staying in privately rented rooms/flats	N/a	N/a				N/a	N/a			
	Adults					Under 18s				
<b>Overall totals</b>	<b>47</b>	<b>18</b>				<b>237</b>	<b>195</b>			

Centres	1	2	3	4	5
<b>Overall total adults + under 18s</b>	284	213			

**Items requiring early action**

Evidence must be submitted within three months to demonstrate that weaknesses in P1, P2 and S6 will be addressed before the start of the next course.