

Organisation name	Skola English in London
Inspection date	23–25 July 2024

Section standards	
Management 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
Premises and resources 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
Teaching and learning 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
Welfare and student services 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
Safeguarding under 18s 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.

Summary statement

The British Council inspected and accredited Skola English in London in July 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 www.britishcouncil.org/education/accreditation for details).

This private language school offers vacation courses in general English for under 18s in school premises.

Strengths were noted in the areas of strategic and quality management, staff management, student administration, learning resources, course design, learner management, care of students, accommodation, leisure opportunities, and safeguarding under 18s.

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

Introduction

Skola English in London runs five-day or six-day courses through the summer at two centres for children aged between five and seventeen. Five to nine-year-olds are taught at the Gloucester Gate centre (GG), and 10 to 17 year-olds at the Regent's University centre (RU). The majority of students are enrolled for the day courses only and are either living with their family or with guardians in accommodation arranged by the parents through an agent. Skola provides homestay or residential accommodation for students aged over 12 on request.

The inspection took place over three days with two inspectors. One day was spent at each centre, and head office meetings took place at the RU centre on the third day. Meetings were held with the director, the principal, the registrar, the GG centre manager/director of studies, the two RU directors of studies, the director of sports, and the head of house at the residence. Focus group meetings were held with the teachers, students and activity leaders at both centres. Most (80 percent) of the teachers timetabled during the inspection were observed. One inspector visited the residence and spoke to the accommodation agency used for homestay provision.

Address of main site/head office

Regent's University, Inner Circle, London NW1 4NS

Description of sites visited

Regent's University (Inner Circle, London NW1 4NS) is located within Regent's Park. Access is via the main entrance into the university-staffed reception area. The school uses 12 classrooms which are located in three parts of the main campus building. There are two large staffrooms equipped with computers at separate workstations. There is a tennis and multisport court on site and areas in the park are used for other sports and activities. Lunch is served in the university canteen.

Gloucester Gate (14 Gloucester Gate, London NW1 4HG) a small private drama school, is located on the northern edge of Regent's Park. Access from the street is through the front door, which is kept locked at all times. Stairs lead up and down from the staffed reception area, from which there is also access to the secure back garden. There are seven classrooms located on the ground, first and basement floors. The staff room is located on the first floor. The school uses the park's green areas and playground for leisure times.

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

There are separate courses for three age groups. The course for the five- to nine-year-olds London Discoverers, is run at GG. Two courses are run at RU, one for ages 10–12, London Explorers, and one for ages 13–17, London Leaders. Students can enrol for one to eleven weeks. There are 15 hours of classroom lessons in the morning, followed by half-day excursions, sports and activities in the afternoon.

Management profile

The director and principal work year round preparing and then managing the summer courses. They are assisted year round by three administrative/marketing staff. The rest of the summer school managers and staff are employed on a temporary basis. At GG there is a centre manager/DoS who is assisted by the ADoS, the sports director and an administrator/receptionist. The director and principal are based at RU. They are assisted in the day-to-day running of the centre by two DoSs and the sports director.

Accommodation profile

The majority of students at SKOLA book the course only. These children are either staying with family or the accommodation is managed by the agent. SKOLA offers both residential and homestay accommodation. Homestays are managed by an agency registered with the British Council. The residence is owned by the University of London, and SKOLA have sole occupancy of the first floor as well as use of a lounge area for evening activities. The residence has a canteen and provides breakfast and dinner. All rooms are single occupancy with shared bathroom facilities. There is a bathroom on both the boys' and girls' corridors. SKOLA employs a full-time member of staff to look after their students at the residence and two other senior members of staff (one male, one female) also stay here.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision, in all respects, operates clearly to the benefit of the students, and very evidently in accordance with the provider's stated goals, values, and publicity. Management and administration systems are well established. *Strategic and quality management, Staff management and Student administration* are areas 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 safe, comfortable and professional environment for work and relaxation. A wide range of well-organised 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. *Learning resources* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. 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 well-structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Course design and Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Procedures for managing emergency situations are robust, and pastoral care is very well provided for. Accommodation is very welcoming and popular with students, and the leisure programme is varied, with clear links to the educational syllabus. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. The safeguarding policy is supported by efficient reporting tools, and safeguarding training across the team is very good. Supervision of students is very well thought through and executed. *Safeguarding under 18s* is an area of strength.

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.	Strength
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.	Strength
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.	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.	Strength

Comments

M1 The values of the organisation are very well known by everyone within the organisation and integral to its working, from recruitment and induction through to the daily running of the courses.

M3 The structure of the organisation is very clear at head office and centre levels, and this is further clarified by photographs posted around both centres. Staffing levels are very generous and allow for both support and shadowing roles, which ensures continuity.

M4 Communication within and between the organisation and the wider organisation of which it is a part are very good. Communication between the two centres and with head office staff and with the hosting organisations is very effective.

M5 Feedback is regularly obtained, at mid and end of course, from students and their parents. The forms are very accessible for all age groups. Feedback is analysed when it is received and at the end of the summer. Actions taken are fully recorded.

M7 There is a comprehensive quality review at the end of the summer, which incorporates multiple sources of reference including analysed data and comments from staff, student and parent feedback.

Staff management and development	Area of strength
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.	Strength
M11 There are effective induction procedures for all staff.	Met
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.	Strength
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

M8 Human resources are drawn up with oversight and input from a third party. The policies are clearly presented to staff. Staff feel valued and well supported and personal situations are treated with sensitivity.

M10 Recruitment and selection procedures are very thorough. There are comprehensive procedures for each stage of the process which are scrupulously implemented and include lengthy interviews. The values of the organisation are key in the selection process.

M12 All staff are very effectively monitored and appraised with an end-of-probation review, on-going reviews through the course and a more formal appraisal at the end of the course. Observation of activities and support staff as well as teachers informs the reviews and appropriate guidance is given to ensure satisfactory performance.

M13 There are effective CPD procedures for both permanent and temporary staff. Permanent and returning managers or staff are offered funding for individual CPD through the rest of the year. During the induction process staff are given a range of training, and specific CPD opportunities during the course.

Student administration	Area of strength
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.	Met
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.	Strength
Comments	
M14 It is evident that staff are extremely helpful and courteous to students, their parents, guardians and agents. Customer care training is provided, and customer service is supported by comprehensive IT systems, which ensures speedy responses to customers.	
M15 Communication, generally with the parents, through email, calls or face-to-face is very effective. Parents are kept very well informed throughout the course.	
M20 Information in writing about how to make a complaint is made very clear to parents and guardians. There is evidence that any issue raised is treated seriously and appropriately.	

Publicity	Met
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.	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.	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.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments	
Skola uses a website and a brochure, as well as various social media sites and search engines. The website is the main medium of publicity.	
M22 Information is well written in plain English. Translations are available in a range of languages relevant to the main markets.	

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Met
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.	Strength
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

Comments	
P1 Both centres are comprehensively risk assessed, with close liaising between the school and the hosting organisations. The risk assessments are scrutinised by an external body who also conduct visits specifying any further measures that need to be put in place.	
P3 Classrooms at both centres were very suitable. Classrooms were quiet, with good natural light. Furniture sizes and arrangements were entirely appropriate for the different age groups.	
P4 At both centres, the meals were varied and nutritious, with healthy choices always available. The menus were adjusted to suit the students so far as possible. Special dietary needs were well catered for.	

Learning resources	Area of strength
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.	Met

Comments

P7 As well as very useful, specially designed workbooks for each age group, there are individual mini whiteboards and ample supplies of appropriate classroom, age-appropriate resources.

P8 There is a very good range of both hard copy and online resources available to teachers. These are accessible and well organised and schemes of work direct teachers to relevant digital resources.

Teaching and learning

Academic staff profile	Met
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.

Academic management	Met
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

Comments

T5 The system of co-teaching and high teacher numbers allows for very effective cover arrangements. The academic managers are also available for cover if necessary.

T6 There is a large weekly turnover of students and there are well-established procedures to deal effectively with this. The course is appropriately structured, and teachers are made well aware of this and given good guidance.

T8 There is very good day-to-day guidance and support for teachers provided by the academic managers at each centre. The system of co-teaching creates a very effective mentoring system for less experienced teachers.

T9 Some teachers who had been teaching for several weeks had not been observed by a TEFLQ academic manager.

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.	Met
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

Comments

T12 The courses are structured to include projects and activities which give the students every opportunity to practise the language learnt in class outside the classroom. The themes, language and vocabulary in the weekly schemes of work are linked to the excursions.

T13 The courses are structured to allow flexibility in their delivery. Within the weekly schemes of work, the content and resources can be adjusted to suit the needs of the class. Teachers have time allocated at the end of the week to draw up lesson plans, guided by the academic managers.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
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

T15 There is a very effective system of online testing before the students arrive; this includes an individual speaking test. Placement is organised before arrival and is largely appropriate.

T17 Students keep a journal and at weekly individual tutorials discuss their learning goals and achievements with their teacher. They are encouraged to identify their own needs and the co-teaching system provides the necessary support.

Classroom observation record

Number of teachers seen	19
Number of observations	18
Parts of programme(s) observed	Courses for the three age groups.

Comments

Due to the structure of the timetable and the fact that some classes had two teachers co-teaching, it was not possible to observe all teachers timetabled during the inspection. If both teachers played an active role, the segment was observed for longer. In some co-taught classes, only the teacher who was actively teaching the class was observed.

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.	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.	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.	Met
Comments	
<p>T19 Teachers provided accurate models of spoken and written English and generally provided clear explanations in language appropriate to the students' level.</p> <p>T20 Lesson plans for the most part were based on student profiles and adhered to the course objectives and weekly schemes of work. The topics and materials were largely appropriate.</p> <p>T21 The intended learning outcomes were achieved through a coherent and appropriate sequence of activities and were generally introduced to students at the beginning of each lesson.</p> <p>T22 A wide range of appropriate teaching techniques was used by most teachers. These included age-appropriate techniques as well as effective concept checking, eliciting and nomination.</p> <p>T23 Teachers generally managed the classroom environment and resources effectively. Seating arrangements were pre-planned and data projectors, whiteboards and other resources were managed competently.</p> <p>T24 Teachers monitored students' performance during activities and offered positive feedback effectively. Errors were generally corrected with sensitivity when appropriate.</p> <p>T25 Learning on the whole was evaluated effectively with short tasks and monitoring, and reference was made to work covered in previous lessons.</p> <p>T26 Generally teachers created positive learning atmospheres and showed sensitivity to individual students. Students were generally engaged in the activities and their learning.</p>	

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.	Strength
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.	Met
W6 Students have access to adequate health care provision.	Strength

Comments	
<p>W1 There is a very comprehensive plan to respond to any emergency. Both students and staff are briefed in an appropriate and sensitive manner.</p> <p>W2 Pastoral care is very good, and all staff are aware of their duties in this area. A number of staff have been trained in mental health first aid, and there are efficient digital systems for reporting concerns. Excellent support is available for those with special educational needs.</p> <p>W3 Tolerance and respect are key to the SKOLA values. These are well displayed and firmly underpin all activities.</p> <p>W6 As well as a good number of trained first aid staff, a full-time nurse is based at GG and offers support to both centres.</p>	

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.	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.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W7 The majority of students who book accommodation with SKOLA are in the student residence, which provides a very comfortable and welcoming environment. It is an old building but in an excellent state of decoration and cleanliness.

W9 The inspection of accommodation prior to student arrival is very thorough. As well as the risk assessment from the provider, SKOLA carry out their own and also bring in a third party to assess the building for health and safety.

W11 Procedures for identifying problems are very effective. The head of house has regular touchpoints with students in the residence each day, and there are also formal feedback systems for those in all school accommodation.

W13 The food in the residence is very good according to staff and students. Portion size is good, and there is good variety with healthy options available.

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 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

	Area of strength
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.	Strength

Comments

W20 The leisure programme is appropriate to the age and interests of the students. Activities are varied and include sports, drama, and art as well as excursions which enhance their experience of studying in the UK.

W21 The programme is very well resourced. The provision of sports is outsourced, and a very well-organised programme is provided. Staff are well briefed for leading excursions and all students reported that they were enjoying the programme.

W22 Systems for ensuring health and safety are very effective. All support staff were well aware of the risk assessments, they sign agreement and are aware of what to do in an emergency situation. A good number of them are first-aid trained as are the staff running the sports programme.

W23 Staff supervising excursions have had effective training and support, and those leading sports activities are well qualified to do so.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	Strength
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.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
S7 There are suitable arrangements for the accommodation of students.	Strength
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 aged under 18.

S1 The safeguarding policy is entirely appropriate and includes all required information including appropriate age differentiation. It is supported by useful documentation such as codes of conduct and an efficient incident reporting system.

S2 The level of training across the organisation is very good with both DSLs and DDSs qualified to specialist level, as well as three other team members trained to advanced level, and other staff have had basic safeguarding training.

S4 Recruitment procedures are excellent. Both the director and principal have received safer recruitment training which informs all their procedures. This includes a thorough checking of references with a good proportion followed up by phone call.

S5 Supervision of students during scheduled lessons and activities is very well managed. This is differentiated according to the two age groups and the two sites, and in both contexts, procedures are well thought through and rigorously executed.

S6 Supervision outside the scheduled programme is very effective. Systems for signing students in and out of the two buildings are efficient and the few students who have some unsupervised time have clear rules to follow and are monitored closely.

S7 Accommodation is very well managed. Most students are in the residence and the full-time head of house employed by SKOLA has a broad range of useful experience and provides excellent care to the students there.

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	2003
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	Online lessons
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1948
Ownership	Name of company: Progressive Tours Ltd Company number: 00450807
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	46 Bois Lane, Chesham Bois, Bucks HP6 6BX
Name and location of centres offering ELT at the time of the inspection but not visited	N/a
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

DATA ON CENTRES VISITED

1. Name of centre	SKOLA Gloucester Gate
2. Name of centre	SKOLA Regent's Park
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited				
	1	2	3	4	5
Centres					
ELT/ESOL students	At inspection				
18 years and over	0	0			
17 years and under	100	170			
Overall total	100	170			
U18 programmes: advertised minimum age(s)	5 years old	10 years old			
U18 programmes: advertised maximum age(s)	9 years old	17 years old			
Predominant nationalities	Turkish, Italian, Chinese, Korean, Japanese, Spanish, French				

Staff profile at centres visited	At inspection				
	1	2	3	4	5
Centres					
Total number of teachers and academic managers on eligible ELT courses	12	18			
Total number of activity managers and staff	6	8			
Total number of management (non-academic) and administrative staff	4	5			
Total number of support staff	2	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	0	2			
Academic managers without TEFLQ qualification or 3 years' relevant experience	2	1			
Total	2	3			

Comments

None.

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	1	2			
TEFLI qualification (includes relevant QTS)	6	9			
ATEFL portfolio in progress	0	0			
Non-ELT-related qualified teacher status only (for short courses for under 18s)	1	0			
Holding specialist qualifications only (for ESP/CLIL)	0	0			
Alternative professional profile	2	4			
Total	10	15			

Comments

None.

Accommodation profile

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

Arranged by provider/agency	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay							1			
Private home										
Home tuition										
Residential							10			
Hotel/guesthouse										
Independent self-catering e.g. flats, bedsits, student houses										
Arranged by student/family/guardian	Adults					Under 18s				

Staying with own family						100	159			
Staying in privately rented rooms/flats										
	Adults					Under 18s				
Overall totals						100	170			

Centres	1	2	3	4	5
Overall total adults + under 18s	100	170			