

Organisation name	St Edmunds College Summer School, Hertfordshire
Inspection date	28–29 July 2022

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 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. However, evidence must be submitted within three months to demonstrate that weaknesses in S4 have been addressed, and within six months to demonstrate that weaknesses in strategic and quality management, the academic staff profile and in course design have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited St Edmund's College, Hertfordshire in July 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.</p> <p>Overall, the inspection report stated that the organisation met the standards of the Scheme. However, a need for improvement in the areas of strategic and quality management, academic staff profile and course design was noted.</p>

Introduction

St Edmund's College is a year-round independent boarding school. Two three-week courses are run during July and August using the accommodation and facilities of the year-round school. Most students enrol for one of the two three-week courses; a small number enrol for six weeks. The student profile is very international and the number of students sharing the same first language is limited. There is also a non-ELT course option for international students who are already competent English speakers; they are integrated with ELT students for afternoon options and out-of-class activities.

This compliance-only inspection took place over two days. The inspectors had meetings with the summer school director, the academic manager, the centre manager, the welfare manager and the nurse. Focus group meetings were held with teachers, students, and house parents/activity staff. Seven of the eight teachers timetabled during the week of the inspection were observed and inspectors sampled the lunches on offer to the students. One inspector visited the residential accommodation and observed some of the afternoon activities.

The inspection took place at the end of the first three-week course. The day before the inspection the academic manager, who is TEFLQ, was asked to leave the course. His duties for the second three-week course were taken over by a teacher for whom a rationale is required for the role of academic manager.

Address of main site/head office

St Edmund's College, Old Hall Green, Ware, Hertfordshire SG11 1DS

Description of site visited

St Edmund's College is an historic building, set in 400 acres of grounds in rural Hertfordshire, five miles north of Ware. The school buildings in use for the summer school include classrooms, offices, common rooms, halls, the library, ICT suites, the music room, art rooms, a domestic science room, the refectory, the chapel, the infirmary, and residential accommodation. There are separately designated toilets for students and staff. Outside there are lawns with seating and gazebos. Sports facilities include all-weather pitches, playing fields, tennis courts, an indoor swimming pool and a sports hall/gym.

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"/>
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 summer school is divided into three age groups: Juniors 9–11; Middles 12–14; Seniors 15–17. At the time of the inspection there were two classes of Juniors, three classes of Middles and three classes of Seniors. Students can enrol for three or six weeks. The course provides 12 hours of English lessons over four days per week in a programme entitled 'Global Skills for English', plus a total of ten hours of instruction-based options on four afternoons per week. For an additional fee students can have lessons to prepare for an externally validated general English examination, or for IELTS; the examination is then taken at the end of the course. Some students were sitting external exams on the days of the inspection.

Management profile

The summer school course director reports to the school head and line manages the academic manager, the centre manager and the welfare manager. They in turn manage the teams of teachers and welfare and activity staff.

Accommodation profile

The residential accommodation is on the upper floors above the main school premises. Boys and girls are located in separate parts of the building, along separate corridors for the different age groups. They are accommodated in twin rooms with basins, with shared toilets, showers and common rooms.

Summary of inspection findings

Management

Overall, the provision meets the section standard. The management of the provision generally operates to the benefit of students and in accordance with the school's stated goals and values. The management structure is clear, communication systems are effective, induction procedures are generally adequate and there are satisfactory opportunities for continuing professional development (CPD), as appropriate for the context. Student administration is very well managed, and publicity is satisfactory overall. Continuity of provision has been managed. However, recruitment policies have not been fully implemented and the lack of suitable staff members has had some negative impact on the provision. There is no evidence to demonstrate that management systems, processes and practices have been recently reviewed. There is a need for improvement in *Strategic and quality management*.

Premises and resources

The provision meets the section standard. The premises and facilities are particularly well suited to the student age group and the type of courses being run. They provide a very comfortable and professional environment for students and staff. The learning resources support and enhance the studies of students enrolled.

Teaching and learning

The provision meets the section standard overall. However, there are some weaknesses in the academic staff profile in terms of qualifications. The overall curriculum meets the needs of the students, and teaching and learning resources are satisfactory. However, there is no written course design for the English lessons and teachers do not receive sufficient guidance to fully support students effectively in their learning. The teaching observed met the requirements of the Scheme. There is a need for improvement in the *Academic staff profile* and in *Course design*.

Welfare and student services

The provision meets the section standard. The needs of students for security and safety are met. The accommodation provided is suitable, and appropriate systems are managed effectively. Students have access to a variety of social, cultural, educational and sporting activities. Systems ensure that health and safety are maintained during activities, although staff require greater training in the use of risk assessments.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students at the school, and in the leisure activities and accommodation provided. There is a clear and comprehensive safeguarding policy, and staff are well trained to implement it. There are suitable arrangements for student accommodation and communication with parents or guardians. However, staff recruitment procedures require further attention.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Need for improvement
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.	Not met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Not met

M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	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.	Not met

Comments

There is a clear statement of goals and values, and realistic objectives for the future of the summer school. The management structure is clear and made known to staff and students. The summer school director took up his position in 2020, but the courses in summer 2022 are the first to be run since his appointment. He reported that the handover process had not been satisfactory and that he had not been able to access the full range of documentation relating to previous courses. Staffing is tighter than planned and additional adjustments to academic personnel have had to be made during the course. There has been some negative impact on the provision: for example, classes are larger than advertised and the replacement academic manager has a teaching commitment so is not free to fulfil all his management duties. There are good communication channels with effective use of apps for groups of staff and students. Feedback is gathered formally at the end of the students' course and informally during the course, and staff feedback is obtained. However, the student survey planned for the end of week one did not take place. Evidence is lacking to demonstrate that systems, processes and practices have been reviewed; a self-evaluation document was not submitted.

Staff management and development	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 regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Not met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

Overall, the organisation has appropriate human resource policies and there are suitable policies for the recruitment and selection of staff. However, the policies have not been fully implemented. Some teaching qualifications have not been investigated and there are not two references on file for all members of staff. See also S4. Job descriptions are sufficiently detailed. Induction procedures are satisfactory. There are suitable policies for monitoring and appraising staff and evidence to demonstrate that the procedures to handle unsatisfactory performance or conduct have been put into operation; however, procedures for monitoring teachers were not fully implemented during the first course. See also T10. Policies and practices to ensure the continuing professional development of all staff are generally well managed.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met

M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met
Comments	
There are very effective procedures and standards for dealing with enrolments, cancellations, and refunds; flexible arrangements are in place to manage any difficulties arising during the 2022 season. Systems to record students' personal information are rigorously implemented. Conditions and procedures under which a student may be asked to leave the course are clearly stated. There are clear policies and efficient procedures relating to student attendance and punctuality. Terms and conditions and the school's complaints policy are clearly set out and easily accessible. There is evidence that any problems or complaints are efficiently dealt with.	
Publicity	
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Not met
Comments	
The main medium of publicity is the website. A brochure (called a prospectus) is available to download from the website, and use is made of social media. Overall, information about the premises, facilities, accommodation, courses and costs is accurate, easily accessible and gives rise to realistic expectations. However, the stated maximum class size of 12 was not being adhered to on the first course. There is an adequate description of the level of care and support given to students. At the start of the inspection, the descriptions of staff qualifications were potentially misleading and claims to accreditation were not in line with Scheme requirements: the Accreditation marque did not include 'for the teaching of English in the UK'. Some wording gave the impression that all courses run at the school in the summer are accredited by the British Council. The weaknesses in M28 and M29 were rectified during or immediately after the time of the inspection and are no longer points to be addressed.	
Premises and resources	
Premises and facilities	
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met
Comments	
The school buildings and extensive grounds provide a secure, attractive and spacious environment for both students and staff. The premises are well maintained and in a satisfactory state of repair, cleanliness and decoration. All the classrooms are large, have good natural light and allow flexibility of layout. There are good facilities for relaxation including common rooms and covered areas and seating in the grounds, and there is a wide range of sports and leisure facilities. A choice of healthy food is served in the dining hall. Staff, who are mostly residential, have access to work rooms, common rooms and facilities for making drinks.	
Learning resources	
	Met

P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

Generally, learning materials are appropriate for the age and level of the students and for the length of the course. Students store information sheets, handouts and photocopies in a branded file. Teachers have access to a suitable range of paper-based and digital resources. The educational technology within the classroom and IT suites is well maintained and supported. The school library has a good range of resources and students receive guidance in their use. There is evidence that teaching and learning resources have been reviewed and they are adequate overall.

Teaching and learning

Academic staff profile	Need for improvement
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Not met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Not met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

Four of the eight teachers who were teaching during the week of the inspection are qualified by dint of having qualified teachers' status in primary education or for teaching English in secondary schools. Rationales were required for two teachers. One teacher does not have a Level 6 qualification but has an ELT teaching certificate and evidence of relevant training. A second teacher does not have a Level 6 qualification and has only a 20-hour ELT course which does not meet the Scheme requirements. A policy rationale was submitted. The rationale is accepted for the first teacher but not for the second teacher. Because of the second teacher, criteria T1 and T2 are not met. A rationale was provided for the replacement academic manager (formerly a teacher). He has completed two modules of a course leading to TEFLQ and has relevant experience, including as a teacher and team leader on previous summer schools at St Edmund's College. The rationale is accepted within the context of this inspection.

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

Comments

Teachers are matched appropriately to courses and there are satisfactory timetabling arrangements. Because of the self-contained nature of the courses there are no negative consequences arising from continuous enrolment. Arrangements for covering for absent teachers is adequate. On the first three-week course, the arrangements for day-to-day support and for the observation and monitoring of teachers' performance by a TEFLQ academic manager were not satisfactory. As teachers are responsible for course design the lack of day-to-day support and monitoring is particularly significant.

Course design and implementation	Need for improvement
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Not met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

The course is designed around the stated principle of task-based learning, using the context of the UK environment. The content of lessons is based around the excursions. The course framework is outlined in teachers' job descriptions and discussed with teachers during induction. However, as noted in the teachers' handbook, '*all lessons are planned from scratch with no pre-existing curriculum or syllabus*'; there are inadequate written guidelines for teachers about how to do this. Individual teachers devise their own scheme of work, but there is no evidence that study and learning strategies are consistently included. A written course outline for each week is made available to students by their class teacher. The overall curriculum, which includes structured activities and excursions, encourages the development of language skills, and enables students to benefit linguistically from their stay in the UK.

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

Comments

There are satisfactory procedures for the correct placement of students, appropriate to their level and age, and students can change classes if needed. Students are guided at the time of enrolment on the selection of courses to prepare for external examinations. There are no formal procedures for evaluating, monitoring and recording students' progress. Students receive a certificate of attendance with an indication of the level at which they have studied. Any students wishing to progress to mainstream UK education have access to relevant information and advice.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	Morning English classes

Comments

Eight observations were scheduled; however, one teacher left the course a day early, without notice, on the morning of the second day of the inspection, so it was not possible to observe her lesson. The teachers observed include the academic manager.

Teaching: classroom observation

	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Overall, teachers demonstrated a satisfactory level of knowledge and awareness of grammatical and lexical systems and generally provided accurate models of the language. However, knowledge of phonological systems was not demonstrated in the majority of lesson plans and segments observed.

T24 The content in all lessons was of interest to the students and appropriate for their age and level. However, in most plans, there was no rationale for how the learning needs, interests and cultural backgrounds of the students had been taken into account.

T25 On the whole, lessons led to appropriate learning outcomes. In most segments, the language objectives and outcomes were made clear to the students at the start of the lesson.

T26 Overall, teachers used appropriate techniques for eliciting and illustrating meaning, although concept checking techniques were not always effective. Some meaningful practice activities were set up in which students were able to develop their communication skills. However, in weaker segments, the lesson was very teacher centred with less opportunity for student production.

T27 Generally, the classroom layout was appropriate for the activity, although in some classrooms the organisation of desks in rows resulted in more focus on the teacher and less opportunity for student-student communication. Teachers used the educational technology confidently, and some effective use of audio-visual resources was included. In a minority of weaker segments, information on the board was not well organised and presented.

T28 Generally, teachers monitored well, and students received encouragement and praise on the content of their responses. In better segments, there was focused feedback, with follow-up practice providing an opportunity for students to extend and develop their language expression. However, there was insufficient consistent error correction, and a lack of feedback provided on pronunciation.

T29 The achievement of language learning was usually evaluated by the successful completion of tasks.

T30 There was a positive and purposeful atmosphere in most classes; the content engaged, motivated and, in better segments, challenged the students.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory against the criteria, with the majority being satisfactory. In the majority of lessons, the content was appropriate, and the activities engaged and motivated the students, enabling them to practise and extend their language knowledge and skills. A range of suitable techniques and resources was employed. However, there was a lack of focus on error correction and on the improvement of students' pronunciation.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met

W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

Appropriate risk assessments, emergency planning and evacuation drills are in place to ensure the safety and security students. All entrances and exits are strictly controlled by swipe cards. Students receive pastoral care from trained staff with a high staff to student ratio, and messaging apps allow instant communication about any issues. A 24-hour emergency contact number is provided and always available to students. The student handbook is accessible via an updatable mobile phone app and contains detailed information on life in the UK and at the school. Students have excellent access to health care provision via an on-site nurse, who is available between 08.00 and 20.00 every day.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

Students responded positively when asked about the comfort of the accommodation provided by the school. The residential accommodation viewed is of an appropriate standard and cleaning and laundry arrangements are satisfactory. Students receive information about their allocated accommodation in time, and procedures for identifying and solving any problems are effective. Students were satisfied with the meals provided.

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

Comments

None.

Accommodation: other	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended and booking and payment arrangements are clear.	N/a
Comments	
None.	

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

Comments	
<p>The leisure programme is under the direction of a named person with specific responsibilities. The offer is wide and varies every single week including sessions for different age groups. The English language course focuses specifically on the excursions and the destinations to be visited. Activities are intended to cover diverse aspects of entertainment, culture and English language, and sport. Students can also pay for additional specialised training and coaching sessions. All activities are risk-assessed, although staff need further guidelines on the use of related documentation. Recruitment and induction are effective in recruiting and training appropriate staff.</p>	

Safeguarding under 18s

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

The school has a comprehensive safeguarding policy covering all the required areas. Staff receive regular training and updates. Parents or guardians receive information about the level of care provided and complete a parental consent form. However, not all applicable staff records had two independent references on file. Suitable residential accommodation is well-organised and monitored on an ongoing basis. Effective measures are in place to enable 24-hour contact between the school, parents and guardians.

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	1997
Last full inspection	2017
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Year-round co-educational independent school; Summer school and Day Camps for students (without ELT content)
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1568 for the College; 1996 for the summer school
Ownership	Name of company: St Edmund's College Registered charity number: 1137454
Other accreditation/inspection	N/a

Premises profile

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

Student profile

Student profile	At inspection	In peak week (2022): July (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	36	36
Full-time ELT (15+ hours per week) aged under 16	90	90
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

Overall total ELT/ESOL students shown above	126	126
Junior programmes: advertised minimum age	9	9
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	German, Serbian, Spanish, Thai	German, Serbian, Spanish, Thai
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	7
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	7	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	4 managers/admin staff and 23 house parents/activity leaders.	
Total number of support staff	A number of main school staff.	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	0
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	1
Comments	

The academic manager at the time of the inspection had just replaced a TEFLQ manager. A rationale was provided: he has an ELT certificate, a certificate for teaching young learners and has successfully completed two out of three modules of a course leading to TEFLQ. He was scheduled to teach 12 hours in the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	4
Teachers without appropriate ELT/TESOL qualification	1
Total	7
Comments	

These figures do not include the academic manager.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a

Residential	N/a	126
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	126
Overall total adults + under 18s	126	