

Organisation name	Vacational Studies, Newbury
Inspection date	18–19 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
<p>The British Council inspected and accredited Vacation Studies 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).</p> <p>This private language school offers residential vacation courses in general English for students aged 10 to 19.</p> <p>Strengths were noted in the areas of staff management, student administration, learning resources, course design, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Vacational Studies was founded in 1973 and has been operating under the same ownership and management since then. For many years the courses have been run from the Mary Hare School, Newbury, a boarding school near to Newbury. Students are largely recruited by word of mouth and by recommendation from former students and their parents. No bookings are made through agents and there are no group leaders. Many students are returners, some of whom are the children of former students. In addition, many of the staff are returners or former students.

Students have lessons on five or six mornings per week, during which the main focus is on a film project. Students and staff are residential, accommodated in residential blocks on the campus.

The inspection was conducted by two inspectors and took place over two days. Meetings were held with the director, the co-director, the course manager, the academic manager, the senior teacher, and the senior sports and social organiser. Separate focus group meetings were held with students, teachers and activity leaders. One inspector observed a meeting of the student council. Both inspectors inspected the residential accommodation. All teachers timetabled during the inspection were observed.

Address of main site/head office

Mary Hare School, Arlington Manor, Chieveley, Newbury, Berkshire RG14 3BQ

Description of sites visited/observed

The Mary Hare School is a residential co-educational school for deaf pupils. During the four weeks of the course, Vacation Studies has exclusive use of the school premises, grounds, playing fields and facilities, including an indoor swimming pool. The school buildings are set in grounds three miles north of Newbury. In the main building Vacation Studies uses a large entrance hall, a number of large rooms utilised as offices and for meetings, a small lounge area, and a large conservatory which acts as a common room. The nearby teaching block includes classrooms, a self-study study room, a large hall and a gym. There are a number of residential houses used by the summer school. The extensive external areas include a lawn, football pitches, tennis courts and an athletics track.

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 checked="" type="checkbox"/>	<input checked="" 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 general English courses are for students aged 10 to 19 years of age. A large part of classroom time is spent working on a film project. These are often linked to what are referred to as 'normal lessons'. Older students act as senior prefects and prefects; they have a separate academic programme, facilitate student integration and are allocated tasks by managers. Many of the students also prepare for taking an externally validated oral examination during their stay.

Management profile

The director is responsible for staff recruitment, publicity, student enrolments and liaison with Mary Hare School staff. He is handing over certain roles to the recently appointed co-director. The directors are supported by the course manager, the academic manager and the senior sports and social organiser.

Accommodation profile

The school offers residential accommodation with all students and staff living on site. Accommodation is provided in six dormitories, with separate houses for boys and girls. All dormitories are within the central complex of the school. Each block has its own secure key-pad entry system and common room. Bedrooms are singles and twins, with either ensuite or shared bathroom facilities. Students are placed in the residences by gender and age.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Staff are well managed and there are clear channels of communication. Staff and student feedback is used to good effect to ensure the quality of provision. Staff are well supported and receive appropriate appraisals and continuing professional development. Administration systems are personalised, efficient and effective. Publicity is clear and accurate. *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 are generally-spacious and well equipped, providing a comfortable environment for study and relaxation. There are very good learning resources available to staff and students. *Learning resources* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. Teachers receive good guidance and support from the academic management team. The course is appropriate for the needs of students on a summer programme. 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. The school provides its students with good pastoral care. The school offers appropriate, comfortable and safe accommodation. The leisure programme is well resourced and very well designed to meet the needs of the students. *Leisure opportunities* is an area of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is very good provision for the safeguarding of students under the age of 18 within the school, and in the leisure activities and accommodation provided. The safeguarding policy is detailed. Training for staff is very good with a strong safeguarding leadership team. *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	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M3 The structure of the school is very clear and understood by all staff, many of whom are returners. There are a number of assistant posts and generous staffing means that any absences can be well covered.

M4 Communication works well through the use of social messaging apps, regular meetings between the senior leadership team and within departments, and meetings between the directors with the staff of different departments.

M6 There are a number of effective ways in which staff provide feedback to managers; these include having an open-door policy, daily meetings, early appraisals and a mid-course staff survey. Any suggestions from staff are acted upon immediately if possible, or considered for making improvements to future courses.

Staff management and development**Area of strength**

M8 The provider implements appropriate human resources policies, which are made known to staff.

Met

M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.

Met

M10 There are effective procedures for the recruitment and selection of all staff.

Strength

M11 There are effective induction procedures for all staff.

Strength

M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.

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.

Met

Comments

M10 Relevant management staff have received safer recruitment training and procedures are thorough and effective, facilitated by the use of a useful recruitment tracker. There are a number of mechanisms in place that ensure a high staff return rate that include an apprentice scheme and opportunities for internal promotion.

M11 Inductions are thorough for both academic and sports and social staff. All staff receive basic first aid and safeguarding training. New staff are often paired with more experienced colleagues.

M12 Staff are monitored both formally and informally. Early appraisals based on observed performance are conducted with all staff, objectives are set and future employment opportunities are discussed with them.

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.

Strength

M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.

Met

Comments

M14 The director provides a personalised approach to communication with parents and guardians, which forms part of the excellent customer service that they receive. Many of the parents and guardians were themselves students of the school and are repeat customers. It was clear from spoken and written comments that staff and students treat each other with courtesy and respect in line with the ethos of the school.

M15 All enquiries and enrolments are dealt with by the director; parents and students have very clear and detailed information about the kind of course and educational experience provided. Prospective parents are also encouraged to contact parents whose children have attended courses in the past.

M19 There are very clear procedures in place for ensuring that students and parents are aware of what actions might lead to a student being asked to leave the course. Students and parents are asked to sign that they have read and understood a code of conduct, and this is referred to and reinforced during induction.

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

The main medium of publicity is the website through which useful parent and student notes can be accessed.
M22 Information in publicity is well written in highly accessible, plain English.

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	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.	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.	Strength

Comments

P3 Classrooms were generally appropriately sized; however, two classrooms were smaller and less adequate for the number of students in them.
P4 There are many comfortable relaxation areas for students throughout the school, both inside the buildings and in the grounds. Students are provided with all their meals in the large dining hall, outside of which is a covered area.
P6 There are separate staffrooms for teachers and sports and social staff. The staff kitchen has a seating area, and facilities for making food, hot drinks and food storage. Teachers can also prepare lessons in their classrooms.

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.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P7 Students benefit from a very good selection of appropriate learning resources available for both younger and older student groups. There is an extensive range of materials, custom made to respond to the learning needs of students. Each year the academic manager adds to the large number of learning resources linked to film projects.

P8 Teachers have access to a large bank of in-house materials stored in a web-based application, as well as a very good range of well-organised books and photocopiable materials. Teachers are given a laptop for their own use and they have very good access to printers and photocopiers.

P9 All classrooms are well equipped with interactive whiteboards (IWBs), as well as whiteboards. The staff receive very good training and support in this area from the senior teacher and the academic manager. Staff from the Mary Hare School are also on hand to help with any technical issues.

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 largely 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.	Met
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.	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 Cover arrangements are very good with both the senior teacher and the academic manager available to replace absent teachers.	
T8 Excellent support is provided by the academic managers through measures that include daily morning and afternoon meetings, the buddying of newer teachers with more experienced colleagues, lesson planning support and materials being provided for teachers. Teachers in the focus group spoke very highly of the support offered.	
Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

Comments

T11 The course design is clear and based on stated principles, such as a task-based learning approach. It is structured around a film project which is completed over a four-week period. There are clear guidelines and materials for teachers about the staging of this project, and students decide the topic of their film project.

T13 The course is reviewed each year during its duration and at the end of it. These reviews take into account staff and student feedback. A teachers' meeting takes place at the end of the course and areas for development are identified.

Learner management

T15 There are effective procedures for the correct placement of students, appropriate to their level and age.

T16 There are effective procedures for evaluating, monitoring and recording students' progress.

T17 Students are helped to identify their learning needs and receive support to meet course objectives.

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.

Comments

All criteria in this subsection are fully met.

Classroom observation record

Number of teachers seen

9

Number of observations

9

Parts of programme(s) observed

Normal lessons and film project lessons

Comments

None.

Teaching: classroom observation

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.

T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.

T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.

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.

T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.

T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.

T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.

T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.

Comments

T19 Teachers produced accurate examples of spoken and written English, and explanations of grammar and lexis were largely accurate.

T20 Overall, the lessons observed were based on stated course objectives, particularly in the case of the film project lessons.

T21 Learning objectives were not normally expressed as learning outcomes and were not always communicated to students. In some lessons, the intended link between 'normal lessons' and film work was not stated by teachers.

T22 Teachers generally used a good range of techniques, including setting up of pair work, giving clear instructions and using nomination.

T23 Teachers generally used IWBs and whiteboards appropriately, and some moved chairs around to create new groups. In a few lessons, board work was scrappy or minimal.

T24 Teachers expressed positive comments on student performance in almost all classes; written work was more effectively corrected than oral production.

T25 Learning was generally based on students successfully completing short tasks.

T26 Teachers promoted positive learning atmospheres through the use of students' names, students working in pairs and small groups, and involving learners fully in almost all lessons.

Welfare and student services

Care of students	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	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.	Strength
W6 Students have access to adequate health care provision.	Strength

Comments

W1 While there is a plan in place to respond to emergencies, it is lacking in detail about how to respond effectively to some critical risks. The plan is also not communicated effectively to teaching staff and staff leading external activities.

W2 Students receive exceptional pastoral support. All staff are aware of students' potential needs and who to refer issues to, and a high standard of care is evident.

W3 Tolerance and respect feature highly in the provider's ethos and are evidenced in everyday interactions.

W5 Students and their parents/guardians receive excellent information about travel to and from the centre, and detailed advice about keeping safe. Insurance cover is included for all students as part of the package.

W6 The provision for health care on site is very good. All staff have at least a basic level of first aid training, and there is a medical centre on site staffed by trained medical staff. Students are accompanied externally if further treatment is required.

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Strength
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
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 Accommodation inspected on site was of a consistently high standard. The host organisation responds quickly and effectively to any issues raised, and students spoke highly about their rooms and facilities.

W8 Laundry services and room cleaning are frequent and carried out to a high standard. Activity staff visit and rate student room tidiness daily, indicating when students need to take more responsibility for keeping their rooms tidy.

W13 Food sampled and observed was of a very high standard, with a good choice of food and a wide range of dietary requirements catered for. Students spoke very positively about the quality of food on offer and the responsiveness of the catering team to requests.

Accommodation: homestay only	
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

No homestay accommodation is offered.

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

N/a

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.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength

Comments

W20 The inclusive activities programme is comprehensive in scope, and offers a wide range of activities aimed at different interests, and, in some cases, different age groups.

W21 The activities and excursion programme is supervised by a very experienced team that has worked with the school for many seasons. Staffing levels are generous. Activities and excursions are well prepared and there is excellent support from an enthusiastic and experienced activity support team.

W23 The supervising team is well qualified with a range of coaching and related qualifications. The school has financially supported the training of two lifeguards on the team to supervise swimming activities. Many activity staff have progressed through a well-established route from student to team member.

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.	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.	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.	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.	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

The vast majority of students at the school are under 18. At inspection there were 136 students, of whom 129 were under the age of 18. No groups are accepted.
 S2 Three members of staff are trained to advanced level in safeguarding. All other staff are well trained and able to clearly articulate their safeguarding responsibilities. Students, parents and guardians are sensitively advised of relevant points.
 S6 Students are not permitted free time outside the centre during the course. Arrangements for student arrival and departure are comprehensive and communicated very effectively to students, parents and guardians.
 S7 Arrangements for accommodation are excellent, with a high supervisory staff to student ratio and age and sex differentiated accommodation. Students are clear about how and who they can contact if they require support while in their accommodation.

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	1982
Last full inspection	2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1973
Ownership	Name of company: Vacational Studies Company number: 01147578
Other accreditation/inspection	N/a

Premises profile

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

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	7	7

Full-time ELT (15+ hours per week) aged 16–17 years	48	48
Full-time ELT (15+ hours per week) aged under 16	81	81
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	136	136
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	19	19
Junior programmes: typical length of stay	4 weeks	4 weeks
Junior programmes: predominant nationalities	Italian, German, Spanish	Italian, German, Spanish

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	9	9
Number teaching ELT 20 hours and over a week	9	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	N/a	

Academic manager qualifications profile

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

The academic manager and the senior teacher were not teaching at the time of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	7
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	1
Total	9
Comments	

None.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	7	129
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	7	129
Overall total adults + under 18s	136	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in W1 have been addressed.