

Organisation name	Bishopstrow College, Warminster
Inspection date	18–20 August 2021

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 criteria W26, S3 and S6 have been addressed.

Summary statement

The British Council inspected and accredited Bishopstrow College in August 2021. 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 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.

Overall, the inspection report stated that the organisation met the standards of the Scheme.

Introduction

Bishopstrow College is a year-round, residential school established in 2006 to prepare international students for entry into independent boarding schools in the UK and overseas. In addition to English language lessons, the school offers lessons in skills for life and subjects such as Maths, Science, Business, History, Drama and Literature and Sports.

Since the last inspection in 2016, a new principal has been appointed, and two new residences have been purchased close to the school. The college has upgraded its digital capacity and delivered online classes, when required. The college remained open throughout the pandemic.

This inspection took the equivalent of one and a half days spread over three days. Due to the global pandemic, the inspection was conducted remotely and focused on compliance with inspection criteria; inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded.

The two inspectors held meetings with one of the directors, the principal, the Director of Studies (DoS), the head of compliance and operations, the of director of global engagement, the registrar, the deputy head of boarding, and the Assistant Director of Studies (ADoS). Group interviews were held with teachers and students. Inspectors viewed a recorded video tour of the premises and facilities and were given live video tours of parts of the teaching block and accommodation residences. All English language teachers timetabled during the inspection were observed.

Address of main site/head office

Bishopstrow College, Barrow House, Bishopstrow, Warminster, Wiltshire BA12 9HU

Description of sites observed

The school is based in Barrow House, a large house on an eight-acre site in Bishopstrow, close to Warminster. In addition to the original building, the premises include a classroom block built in 2014 and another building for management and administrative offices, which also contains a student common room.

Barrow House includes a reception room, the dining room, the kitchen, an activities room, the laundry, a student common room, student accommodation on the first and second floors and staff and student toilets.

The classroom block (Henson building) includes eight classrooms on two floors, a staffroom, offices for the DoS and the ADoS, an IT room, a science laboratory and, on the top floor, a library. There are toilets for students and staff. One large room on the ground floor is used for morning assemblies.

The grounds also include a parking area, gardens, a football pitch, as well as other grass areas for sports, and a multi-purpose, all-weather court for games.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" 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

Students are split into three age groups for their academic and boarding provision: 7–11 (Junior college), 11–14 (Middle college) and 14–17 (Senior college). The academic year is divided into four terms with students staying for between three and nine months. Two five-week academic summer programmes run alongside the fourth term.

The school's academic programmes include ESOL, subject support classes, taught by ELT-qualified teachers, to act as a bridge to the core curriculum subjects offered and skills for life classes. A one-year IGCSE programme is offered. A programme of sports and activities is included in the week's timetable.

Management profile

The two directors and owners are active in the leadership and management of the organisation. The senior management team consists of the directors, the principal, the DoS, the head of compliance and operations, the director of global engagement and the head of boarding. The DoS is assisted by the ADoS and normally by a learning co-ordinator, although this latter role was vacant at the time of the inspection.

Accommodation profile

All students board in school accommodation. Barrow House, the main school building, accommodates the majority of students with rooms on the first and second floors. Access to the gender-segregated accommodation is controlled by keypad entry. Staff accommodation is arranged to facilitate appropriate supervision. Two further smaller boarding houses are located nearby opposite the school field and the older boys are housed at Aldhelms, a five-minute drive away from the school. Transport is via school minibus and all meals are taken in the main school.

Summary of inspection findings

Management

The provision meets the section standard. There is a clear statement of goals and values which informs all aspects of the college. Communication within the school is generally effective, but formal student feedback systems are insufficient. Recruitment and induction systems work well. Student administration is generally good, but some procedures are in need of improvement. Publicity is accurate, but some of the language used should be simplified and information about the level of support and care for students is unclear.

Premises and resources

The provision meets the section standard. The premises are in a good state of repair. Classrooms are bright, airy, and adequate in size. Space for students and staff to both work and relax is appropriate. Teachers and students have access to a very good range of up-to-date teaching and learning resources.

Teaching and learning

The provision meets the section standard. Academic managers and teachers are appropriately qualified and experienced. Support for teachers is generally suitable. There are clear and effective systems for course design and review, and students are helped to develop learning and study strategies. Student placement and student progress are well managed. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of students for security, safety and information are met. The residential accommodation provided is suitable and appropriate systems are managed effectively. Students have access to a variety of social, cultural and sporting activities and events.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within 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 is a need for greater clarity around parental permission and the rules relating to student activity outside supervised periods.

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.	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.	Met

Comments

The goals and values of the college, including the five virtues, are made known to all staff and students. Organisational plans are comprehensive and detailed, and the college has a clear management structure. Effective communication channels with and between staff include formal meetings and the use of an instant messaging app.

Feedback is obtained from students through a number of channels, including tutorials and online evaluation forms for teaching and boarding; however, not all students had completed initial feedback forms; the end-of-course feedback survey is not completed by all students and does not include reference to all services offered, for example, resources. There are generally good systems in place for reviewing policies and procedures.

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.	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

Duties of all staff are clearly outlined in job descriptions and staff receive initial and ongoing inductions, linked to detailed checklists. There are professional development review systems for all staff, but these were behind schedule in the academic department at the time of the inspection. Continuing professional development opportunities include end-of-term training days and college support for staff to study for further qualifications.

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.	Not met

M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Not met
Comments	
Student administration is generally well managed. All staff are courteous and helpful to students, parents and their representatives. Enrolments are handled appropriately and efficiently. The conditions under which a student may be asked to leave the course are not sufficiently clear. Reference is made in the terms and conditions to the school's behaviour policy, but this does not make clear the types of misbehaviour that might lead to suspension or expulsion. Although there is a complaints procedure, this is insufficiently clear in terms of its content and the language used.	
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.	Not met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	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.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met
Comments	
Publicity includes a website and various attached documents including a prospectus, a short profile of the school, an introduction to Bishopstrow College, and information about specific courses. Publicity is written in accurate English, although some of it, including sections of the website, would be inaccessible to speakers of English at B1 level. Course fees and any additional costs are clear and easy to find. Publicity does not make sufficiently clear the high level of care and support given to students.	

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	
Premises are generally in a good state of repair. Classrooms are bright and airy and large enough for the number of students who use them. Students can relax in common rooms in the school buildings and communal areas in their residences.	
Learning resources	
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	
Learning resources include a good range of coursebooks and a virtual learning environment (VLE) that students can access for a period of time after they leave the college. Teachers have well-organised books and online resources. Staff and students receive effective guidance in how to use all physical and digital teaching and learning resources.	

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	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	
All teachers and managers are appropriately qualified and the college benefits from highly-experienced academic managers and a stable and generally experienced teaching staff.	

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.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met
Comments	
Timetabling procedures are effective, as are cover arrangements. Teachers generally receive appropriate day-to-day support from academic managers and colleagues. Formal observations are conducted, which are followed by helpful, constructive feedback, given when appropriate.	

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	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.	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

Course design is coherent, linked to schemes of work and reviewed in the light of feedback from staff and students. Students' language skills are developed in a number of different lesson types, including subject classes, such as maths, science and history etc. All programmes include a focus on study skills, such as the systematic use of diaries and vocabulary note books.

Learner management	Met
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.	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

A great deal of attention is paid to initial placement and to monitoring and evaluating student progress. Students are tested regularly, and they receive a variety of student support; this includes weekly tutorials during which learning targets are set, individual learning plans (ILPs) are updated and follow-up work is carried out in VLE lessons. Detailed academic reports are written and regularly made available to parents, guardians and educational agents.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	ESOL, subject support and English for life skills lessons.

Comments

Inspectors observed a mixture of in-person and online lessons.

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 Teachers explained effectively both grammatical and lexical items and paid attention to the correct pronunciation of particular words.

T24 The course objectives and the general learning needs of students had clearly been taken into account in the planning of lesson content.

T25 Lessons had relevant aims and outcomes, but in some cases the learning outcomes outlined to learners were insufficiently specific.

T26 Teachers used a good range of teaching techniques including giving clear instructions, instruction checking and nomination.

T27 Teachers effectively managed both the online and physical classroom environments. Very good use was made of slides and other learning resources.

T28 A range of correction techniques was used and students were praised when appropriate.

T29 Learning was checked periodically during all lessons.

T30 Students were fully engaged in all of the lesson segments observed.

Classroom observation summary

The teaching observed ranged from excellent to satisfactory against the teaching and learning criteria. Lessons were well planned and based on student needs, although learning outcomes might have been made more specific to learners in some classes. Teachers used a good range of techniques, employed resources effectively and checked that learning was taking place. There was a positive learning atmosphere in all of the lesson segments observed. The teaching observed met the requirements of the Scheme.

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 and emergency planning are in place to ensure that the safety and security needs of students are met. Students receive welfare support from a number of well-coordinated staff. The student handbook contains detailed information but the density and language level make it inaccessible to students with more limited English skills. Health care provision is very thorough and students are well supported.

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.	N/a

W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
All students stay in residential boarding houses allocated by gender and age. Younger students often have bunk beds and twin rooms are allocated to the older students. Cleaning and laundry arrangements are appropriate. Initial accommodation feedback is oral rather than written, but house staff listen to concerns and make adjustments if required. Provision of food appears to be very good with three meals a day and healthy snacks available at other times.	
<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.	
<i>Accommodation: other</i>	
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.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
The sports and leisure programme is an integral part of the programme and students have very little free time. Students commented positively on the activities available. Sessions are well resourced and appropriate for the different age groups. Risk assessments are detailed but do not routinely include specific guidance on how to respond in situations where students are at risk.	

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	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.	Not met

S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

Bishopstrow College only offers courses to under 18s.

The school has a comprehensive safeguarding policy covering all the required areas. Staff receive appropriate regular training and updates. Parents or guardians receive general information about the level of care provided and complete a generic parental consent form. However, it does not include examples of situations that parents/guardians are consenting to, for example, the specifics about unsupervised time on and off site. Safer recruitment procedures are followed very closely and records were well maintained. Supervision within classroom and scheduled sports/activity sessions is very good. However, there is no one set of clear rules, supported by risk assessments, for what students may do outside the scheduled lesson or activity times and without supervision. Effective measures are in place to enable 24-hour contact between the college, parents and guardians if required. The residential accommodation is suitable and the staff to student ratio is good.

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	2008
Last full inspection	2016
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	2019
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Teaching of maths, history, geography, science, personal, social, health and economic (PSHE) education and sports
Other related accredited schools/centres/affiliates	Padworth College
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2006
Ownership	Name of company: IF- Inspiring Futures Ltd Company number: 08926427
Other accreditation/inspection	ISI

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	Residential Accommodation in nearby houses: 76 (Aldhelms) Boreham Road, Bishopstrow 4 (Riverside), Bishopstrow Road, Bishopstrow 3a (Mandalay) Bishopstrow Road
Details of any additional sites not in use at the time of the inspection and not visited	N/a

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
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	11	13
Full-time ELT (15+ hours per week) aged under 16	48	55
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	59	68
Junior programmes: advertised minimum age	7	7
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Russian, Japanese, Chinese	Russian, Japanese, Chinese
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	5	6
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	0	
Total number of support staff	17	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2

Comments

Neither academic manager is timetabled to teach during the current term.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	1
Teachers without appropriate ELT/TESOL qualification	0
Total	5
Comments	
The college normally has two TEFLQ teachers; one was on holiday during the inspection and the other is currently on maternity leave.	

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	0
Private home	N/a	0
Home tuition	N/a	0
Residential	N/a	59
Hotel/guesthouse	N/a	0
Independent self-catering e.g. flats, bedsits, student houses	N/a	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	0
Staying in privately rented rooms/flats	N/a	0
Overall totals adults/under 18s	0	59
Overall total adults + under 18s	59	