

Organisation name	Bucksmore Education, head office London
Inspection date	11, 13–15 July 2022

Section standards	
<b>Management</b> The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
<b>Premises and resources</b> The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
<b>Welfare and student services</b> The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

### Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in D1, W1 and S4 have been addressed. The required evidence was subsequently submitted.

### Summary statement

The British Council inspected and accredited Bucksmore Education 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](http://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.

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

## Introduction

Bucksmore Education was founded in 1999 and was first accredited in 2009. In 2021 ownership was transferred from Oxford International Education Group to Nord Anglia Ltd. The organisation offers summer courses in the UK for young learners and young adults aged 10–18 in boarding schools and university colleges. The number of courses run in 2022 are fewer than advertised because of the global pandemic. During summer 2022 four centres were in operation: one in Plumpton, East Sussex, one in London and two in Oxford. Teachers are referred to as 'counsellors'; they are residential and, in addition to teaching, have welfare and leisure programme responsibilities.

This compliance-only inspection, part of which was conducted remotely, took the equivalent of three and a half days over four days. The courses run in King's College, London and in Wadham College, Oxford were inspected. Meetings were held remotely with head office staff: the interim managing director, the head of operations, the academic manager, the tutor manager, the programme manager, the marketing officer, the commercial director and two course consultants. Both inspectors visited the centres at King's College, London and Wadham College, Oxford where they had meetings with, at King's College: the centre manager, the director of studies (DoS), the activity manager, the teachers/counsellors, and a representative group of students; at Wadham College: the course director/DoS, the activity manager, the teachers/counsellors, a programme counsellor and a representative group of students. At both centres, one inspector visited the residential accommodation and all the teachers teaching at the time of the inspection were observed.

## Address of main site/head office

Nord Anglia Education, 4<sup>th</sup> Floor Nova South, 160 Victoria Street, London SW1E 5LB (not visited)

## Description of sites visited

King's College, London (22 Kingsway, London WC2B 6LE): the Virginia Woolf building is part of King's College and is located on a busy road in central London close to shops, cafés and transport links. Bucksmore has exclusive use of some rooms on the fifth and sixth floors which are accessible by stairways and lifts: an office/staffroom, a meeting room, four classrooms and two student common rooms. There are toilets on each floor which are shared with other users of the building. During the week, meals are taken in the canteen of Bush House, also part of King's College, London, which is a five-minute walk from the Virginia Woolf building.

Wadham College (Parks Road, Oxford OX1 3PN): the college is in the centre of Oxford close to shops, cafés and transport links. Bucksmore has exclusive use of some rooms within the main college: an office/staffroom, a communal room with bar/serving counter, eight classrooms, and toilets; breakfast is taken in the old hall and other meals in a canteen. Other rooms can be used by arrangement: a lecture theatre, a music room and the old hall for a dinner held every two weeks. Student and staff can also use gardens within the college courts where there are outdoor tables and benches.

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"/>
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

King's College: there are *Intensive English* courses for students aged 13–16 and *Intensive English with IELTS preparation* for students aged 16–18. All courses have 25 hours of lessons.

Wadham College: courses for *Young Leaders* for students aged 13–16 and 16–18 which have 28 hours of lessons.

## Management profile

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At head office, the managing director line manages the head of operations, the academic and quality senior manager, the commercial director, the finance manager and the global programme director. The programme manager and the tutor manager report to the head of operations. The marketing officer and the course consultants report to the commercial manager. At each centre, there is a centre manager who reports to head office staff and who oversees the academic and activity staff.

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### Accommodation profile

All accommodation offered is in residences associated with the host university, either on campus (Wadham College) or within walking distance (King's College). At King's College, breakfast is provided in a canteen opposite the residence, and lunch and the evening meal are provided in a separate building close to the teaching centre. At Wadham College, all meals are provided on campus. At the King's College residence all bedrooms are single ensuite. At Wadham College, bedrooms are single with bathrooms shared between two–four people. All residential accommodation provides all necessary facilities.

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### Summary of inspection findings

#### Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the organisation's stated goals, values and publicity. There were some shortcomings relating to recruitment documentation and publicity, but these were quickly remedied during the time of the inspection.

#### Premises and resources

The provision meets the section standard. At both centres, the premises provide students and staff with a very comfortable and professional environment for work and relaxation. A range of 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.

#### Teaching and learning

The provision meets the section standard. 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 benefit to students. The teaching observed met the requirements of the Scheme.

#### Welfare and student services

The provision meets the section standard. Pastoral care is very well managed. The residential accommodation provided is suitable and appropriate systems are managed effectively. However, potential risks to students on site and when moving between sites have not been adequately assessed. Students have access to a variety of social, cultural and sporting activities and events.

#### Safeguarding under 18s

The provision meets the section standard overall. 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. However, safer recruitment procedures are not consistently implemented.

#### Declaration of legal and regulatory compliance

Sampling of documentation at the centres revealed an issue in relation to the *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

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### 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.	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

There is a clear statement of goals and values, and realistic objectives for the future of the organisation. The management structure at head office and in the centres is clear and made known to staff and students in handbooks and at induction. Appropriate adjustments have been made to ensure continuity of provision at head office and at the centres, although staffing at both centres is tighter than planned. There are very good communication channels across the wider organisation and within the centres. Feedback is gathered from students in the first week and at the end of their course, and staff feedback is regularly obtained. There is evidence of positive response following student feedback and requests. Management systems, processes and practices are regularly reviewed.

<b>Staff management and development</b>	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.	Not 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.	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 effective procedures for the recruitment and selection of staff. Job descriptions are detailed and regularly reviewed. However, at the time of the inspection specific safeguarding responsibilities were not included in the job descriptions of the centre managers and the relevant head office managers. These were added during the inspection and this is no longer a point to be addressed. Induction procedures are very thorough and there are effective systems for monitoring and appraising staff. Policies and practices to ensure the continuing professional development of all staff are very well managed.

<b>Student administration</b>	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 effective procedures and standards for dealing with enrolments, cancellations, and refunds; flexible arrangements are in place to manage the uncertainties of 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 speedily and efficiently dealt with.

<b>Publicity</b>	Met
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.	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

The main publicity medium is the website. Supplementary material including sample timetables and prices and dates are available on the website from the downloads page. Detailed information guides are available for all programmes, collating all website information into one PDF. This is sent to enquirers after an initial expression of interest. Publicity is attractive, accurate and expressed in accessible language. It gives all the necessary information about the programmes, accommodation and services. At the start of the inspection, detail about the level of care and support for under 18s was not included. This was added during the period of the inspection and this is no longer a point to be addressed.

### Premises and resources

<b>Premises and facilities</b>	Met
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 premises at both centres are in a good state of repair, cleanliness and decoration and provide a very attractive and comfortable environment for staff and students. The classrooms are light, spacious, and well-furnished and equipped. Classrooms in use at both centres are air-conditioned. There are very good facilities for the consumption of food and for relaxation. Meals are nutritious, although there is a lack of choice for some meals at Wadham College. Students are issued with a water bottle which they can fill throughout the day. There is adequate signage around the buildings, and facilities for the display of information on general noticeboards and in the classrooms. At Wadham College, the gardens are attractive areas in which students can relax and socialise.

<b>Learning resources</b>	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.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

There are bespoke learning resources in booklet form for student use and teachers have appropriate guidance in the form of lesson plans, together with additional audio-visual resources. There is good educational technology available which is well maintained and supported. Effective policies and practices ensure the continuing review and development of teaching and learning resources.

### Teaching and learning

<b>Academic staff profile</b>	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

Overall, the teaching teams in the head office and at the centres have a range of experience, knowledge and skills appropriate to the courses offered. Some rationales were required and provided. At King's College the DoS has a degree, an ELT certificate and he has completed the third module of a qualification leading to TEFLQ but is awaiting the results; one teacher has not completed the final year of his degree course but has a valid ELT certificate and relevant experience. At Wadham College, one teacher has an ELT qualification which does not fulfil the teaching practice requirement but she has relevant experience and a degree in law, which is relevant to the Young Leaders course content. A second teacher does not have an ELT qualification, but he has a PhD and specialist knowledge of areas dealt with in the Young Leaders course. He also has considerable experience of teaching students of this age who have a high level of English. All rationales were accepted within the context of this inspection.

<b>Academic management</b>	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
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#### Comments

Teachers are matched appropriately to courses and there are satisfactory timetabling and cover arrangements. Because of the modular nature of the courses continuous enrolment is well handled. Continuing students stated that they enjoyed having a new mix of classmates each week. There are very effective arrangements for day-to-day support and for the observation and monitoring of teachers' performance.

<b>Course design and implementation</b>	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 based on stated principles and in accordance with the publicity. Intensive English courses and Intensive English with IELTS preparation are run at King's College. The Young Leaders course at Wadham College is designed for high-level students around themes based on the UN development goals; it employs a content and language integrated learning (CLIL) approach. For teachers on all courses there is a coherent and appropriate course structure in the form of guidelines and a set of lesson plans. The syllabuses and course objectives are made available to students in their coursebooks/booklets, although on the Intensive English course the objectives for the week are not made sufficiently explicit. Courses include information and study and learning strategies that support independent learning and which help the students develop their language skills outside the classroom and continue their learning after the course.

<b>Learner management</b>	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

There are effective procedures for the correct placement of students and for enabling a change of class when appropriate. Students are supported in their learning, guided to select examinations, and given advice about progress to mainstream education should they request it. There are very thorough procedures for evaluating, monitoring and recording students' progress. Students receive a report and leaving certificate at the end of their course.

#### Classroom observation record

Number of teachers seen	At King's College – 3; at Wadham College – 3
Number of observations	6

Parts of programme(s) observed	At King's College – general English lessons; at Wadham – induction and introductory activities for new students; lessons for continuing students.
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### Comments

At King's College the inspection took place on the last day of the first week; at Wadham College the inspection took place on the first testing/teaching day of the third week.

<b>Teaching: classroom observation</b>	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 demonstrated a satisfactory level of knowledge and awareness of grammatical and lexical systems and provided accurate models of the language. In better segments, knowledge of phonological systems was demonstrated.

T24 For the Intensive English lessons the content was based on an in-house produced coursebook and was satisfactory overall. The needs of the group in relation to their level and ability were being met. There were some good examples of adapting and personalising the content but there was no indication in the lesson plans of how the individual learning needs and cultural backgrounds of the students had been taken into account. At Wadham College, it was very clear how the content of the lessons was designed with the course objectives and needs of the students in mind.

T25 All lessons led to relevant learning outcomes. In better segments, the language objectives and outcomes were made clear to the students.

T26 Teachers used effective techniques for eliciting, illustrating and checking meaning. Meaningful practice activities were set up in which students were able to develop their fluency skills. In better segments, a focus on stress and intonation patterns was observed. In a minority of segments, the pace was rather slow and some tasks needed more structure in order to provide effective practice and sufficient challenge.

T27 The printed materials were used to good effect. In some segments, good use was made of audio-visual resources. In most classrooms the furniture was arranged to enable easy communication, and the teachers' spread of attention ensured that all students participated in the spoken activities.

T28 Teachers monitored well and students received encouragement and praise. In better segments, there was focused feedback, with follow-up practice providing an opportunity for students to extend and develop their language.

T29 The success of language learning was usually evaluated by the completion of meaningful tasks. There was evidence of the production of worthwhile end products. In a minority of segments, the lack of structured tasks made it more difficult to evaluate whether learning had taken place.

T30 There was generally a positive and purposeful atmosphere in the lessons; students were engaged and responsive.

### Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from good to satisfactory against the criteria, with the majority of the segments observed being satisfactory. Teachers demonstrated linguistic awareness and provided appropriate models through their own speech and writing. Lessons had been carefully planned with stated course objectives in mind. The techniques used were for the most part appropriate to the age range and language level of the students, and classroom resources were managed competently. In general, teachers set up worthwhile activities to develop and evaluate learning; they provided helpful feedback and created an atmosphere conducive to learning.

## Welfare and student services

<b>Care of students</b>	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not 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.	Not 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
<b>Comments</b>	
Risk assessments specific to the sites to ensure the safety of students on the premises and when moving between sites are not in place. A plan to deal with potential emergencies has been drawn up but is not shared with staff at the centres. The plan was shared with centre staff during the inspection and this is no longer a point to be addressed. Students know who to approach if they have a problem and commented positively on the care they received. A 24-hour emergency contact number is provided. Transfer arrangements are very well managed.	
<b>Accommodation</b> (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
<b>Comments</b>	
The residential accommodation is comfortable and well maintained. Booking arrangements and systems are well managed. All meals are provided and are healthy and nutritious.	
<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
<b>Comments</b>	
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.

<b>Leisure opportunities</b>	Met
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

The leisure programme offered is varied and appropriate to the needs and interests of the students on site. Staff are suitably experienced and are well briefed before activities take place. Risk assessments are specific to each activity and shared with all staff involved in activities and excursions.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	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.	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 maximum age at both King's College and Wadham College is 18. At the time of the inspection one 18 year-old was enrolled at King's College and two 18 year-olds were enrolled at Wadham College. The school has a comprehensive safeguarding policy covering all the required areas and staff receive appropriate training. However, parents/guardians do not receive general information about the level of care provided and are not given specific information about, or asked to consent to, unsupervised free time. This was amended during the inspection and is no longer a point to be addressed. Safer recruitment procedures are included in the safeguarding policy but not all staff had supplied two references and risk assessments had not been drawn up for staff with background checks pending. Reference requests do not ask for information about suitability to work with under 18s. However, this was amended during the inspection and is no longer a point to be addressed. Supervision within classroom and scheduled sports/activity sessions is very good and rules for what students may do outside the scheduled lessons and activities are clear. 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 satisfactory.

### 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 Sampling identified the following issue: at the centres there was no evidence of employee or public liability insurance held by the organisation. The institution should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

### Organisation profile: multicentre

Inspection history	Dates/details
First inspection	2005
Last full inspection	August 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) by this multicentre organisation	Held in the UK: Young Professionals (careers based academic programme); Advanced Studies Programme
Other related accredited schools/centres/affiliates	Bucksmore Home Tuition
Other related non-accredited schools/centres/affiliates	Nord Anglia Education global operations

### Private sector

Date of foundation	1979
Ownership	Name of company: Bucksmore Education Company number: 03830204
Other accreditation/inspection	N/a

### Premises profile

Address of Head Office (HO)	Nord Anglia Education, 4 <sup>th</sup> Floor Nova South, 160 Victoria Street, London SW1E 5LB
Name and location of centres offering ELT at the time of the inspection but not visited	St Hilda's College, Oxford OX4 1DY – Intensive English Plumpton College, East Sussex BN7 3AE – English and Activities Programme
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	None in 2022

### DATA ON CENTRES VISITED

<b>1. Name of centre</b>	King's College, London
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<b>2. Name of centre</b>	Wadham College, Oxford
<b>3. Name of centre</b>	N/a
<b>4. Name of centre</b>	N/a
<b>5. Name of centre</b>	N/a

Student profile	Totals at inspection: centres visited				
	1	2	3	4	5
Centres					
<b>ELT/ESOL students</b>	At inspection				
18 years and over	1	2			
17 years and under	25	37			
<b>Overall total</b>	<b>26</b>	<b>39</b>			
U18 programmes: advertised minimum ages	13 16	13 for Young Leaders programmes 16 for Young Leaders with IELTS preparation			
U18 programmes: advertised maximum ages	16 18	16 for Young Leaders programmes 18 for Young Leaders with IELTS			
Predominant nationalities	15 different nationalities	15 different nationalities			

Staff profile at centres visited	At inspection				
	1	2	3	4	5
Centres					
Total number of teachers and academic managers on eligible ELT courses	6	6			
Total number of activity managers and staff	1	2			
Total number of management (non-academic) and administrative staff	1	0			
Total number of support staff	Staff of host college	Staff of host college			

#### Academic manager qualifications profile at centres visited

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

#### Comments

The DoS at King's has successfully completed two modules of a course leading to TEFLQ; he has completed module three and is awaiting the result. A rationale was submitted and accepted within the context of this inspection.

#### Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	1	1			

TEFLI qualification	4	2			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	0			
Teachers without appropriate ELT/TESOL qualifications.	0	2			
<b>Total</b>	<b>5</b>	<b>5</b>			

**Comments**

Rationales for the two teachers without ELT qualifications required by the Scheme were submitted and accepted within the context of this inspection.

**Accommodation profile**

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

<b>Arranged by provider/agency</b>	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay										
Private home										
Home tuition										
Residential	1	2				25	37			
Hotel/guesthouse										
Independent self-catering e.g. flats, bedsits, student houses										
<b>Arranged by student/family/guardian</b>	Adults					Under 18s				
Staying with own family										
Staying in privately rented rooms/flats										
	Adults					Under 18s				
<b>Overall totals</b>	1	2				25	37			

<b>Centres</b>	1	2	3	4	5
<b>Overall total adults + under 18s</b>	26	39			