

Organisation name	Stafford House Cambridge
Inspection date	13–14 October 2025

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. However, evidence must be submitted within three months to demonstrate that weaknesses in W1, and W9 have been addressed.

Summary statement

The British Council inspected and accredited Stafford House Cambridge in October 2025. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (18+) and young people (16+) and for closed groups of adults (18+) and under 18s.

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

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

Introduction

Stafford House Cambridge (SHC) was first inspected in 2015 and last inspected in 2021. It is one of the three year-round Stafford House International (SHI) schools in the UK which form part of the CATS Global Schools (CGS) group, a wholly owned subsidiary of Bright Scholar UK.

The CGS group offers centralised marketing, admissions, finance and HR functions. In addition, the SHI schools share some administrative, academic and safeguarding policies and procedures.

This inspection was the second of three to be conducted in consecutive weeks in the SHI schools in the UK. Prior to the three school inspections, the inspectors spent half a day meeting CGS and SHI head office staff and examining documentation.

The inspection took one and a half days. During the inspection, the two inspectors had meetings with the principal, director of studies (DoS), student services manager, assistant director of studies (ADoS), operations manager, student services officer, and activity leader. Separate focus groups were conducted with teachers and students. All teachers timetabled during the inspection were observed. One inspector conducted a virtual tour of two homestays and visited the student residence.

Address of main site/head office

15 Round Church Street, Cambridge CB5 8AD

Description of sites visited/observed

The buildings at 12, 14 and 15 Round Church Street are located in central Cambridge and are owned by CGS. SHC has the sole use of numbers 12 and 15. Number 14, the building between 12 and 15, is occupied by Cambridge School of Visual and Performing Arts (CSVPA). The school shares the CSVPA canteen. Each building has a separate entrance from the street and is entered using an access card. Number 15 houses a reception area, staff room, four classrooms and an academic office. There are a further four classrooms in number 12. There are toilets in both buildings.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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

SHC offers general English and examination preparation courses for adults (16+) and closed group courses for students aged 12 to 18, and adults. In the afternoon, students on intensive courses study modules. One-to-one classes are offered throughout the year.

Management profile

The principal, who reports to the general manager of SHI, has oversight for the day-to-day management of the school and its operations. He is assisted by the DoS, who has responsibility for the academic programme, and the student services manager, who is responsible for student services and accommodation. The head of Academic English, who delivers English programmes to students at CSVPA during the term, provides additional support during their holiday period. There is an operations manager who has oversight of the school premises and facilities.

Accommodation profile

At the time of the inspection, the school was utilising its own residence (Masters House) for adult students. The residence offers single ensuite rooms with communal kitchens. In the summer, Masters House accommodates 16 and 17 year-olds on a full-board basis, separated from adult students. An additional 'premium' residence becomes available in the summer for students aged 18+ only. The 'premium' summer residence is self-catering. Homestay accommodation is available year-round for both under 18s and adult students. When additional homestay accommodation is required, the school collaborates with an accommodation agency registered with the British Council.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The organisation has a well-established structure, and communication is very effective. Staff are managed well and given varied opportunities for development. All aspects of student administration are carried out with care and attention to the needs of students, publicity is very clear, and the management of the provision operates to the benefit of students. *Strategic and quality management, Staff management and development, Student administration, and Publicity* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a safe comfortable and professional environment for work and relaxation. There is a very good range of resources available and guidance on the use of these resources is provided very effectively for 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. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive good guidance and development opportunities to ensure that students are very effectively supported in their learning. Courses are very well structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management, Course design and Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Overall, the school provides its students with excellent pastoral care, information and guidance, although procedures for managing emergency situations are not adequately communicated to staff. The school offers a wide range of comfortable, friendly and conveniently located accommodation, which is well managed. The leisure programme is very well designed and delivered 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 appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities and the accommodation provided. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	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.	Strength

Comments

M1 SHI has a very clear statement describing the goals and values of the organisation. SHC staff were engaged in developing their own school-specific values statement, and it is evident that both statements are integral to the working of the school.

M2 In addition to the SHI annual operation plan, the school has its own very clear and detailed improvement plans, developed by managers with input from staff. The plans relate to the goals and objectives of the organisation, and there are comprehensive measures to monitor progress during their implementation.

M3 The structure of the organisation is well established and made clear in handbooks and further clarified by photographs of staff on noticeboards. Job shadowing and continuity planning provide additional support for the structure

M4 Channels of communication are very effective both within the organisation, between the three SH schools and head office. Communication methods are varied and suited to purpose.

M5 Feedback is gathered from students shortly after their arrival, mid-course, and at the end of the course. The return rate is good, and all results are meticulously analysed, with records kept of any follow-up actions.

M6 There are various effective ways that feedback is gathered from staff. There is an annual survey and evidence of appropriate actions taken to this as well as to the ongoing feedback received during appraisal meetings, staff meetings and informally. Staff feel their views are valued.

M7 Systems, processes and practices are regularly and comprehensively reviewed for quality. Feedback from both staff and students as well as cross-company comparisons are incorporated. The self-evaluation against Accreditation UK criteria is very thorough.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	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.	Strength

Comments

M8 SHI has very appropriate human resources policies which are made known to staff through contracts, handbooks, intranet and other documents. Staff feel valued and well supported and it is clear that they enjoy a happy and rewarding work environment.

M10 Recruitment and selection procedures of staff are very effective. Comprehensive procedures are in place for each stage of the process, at both school and HO level, including a very thorough interview process and checks.

M11 Induction procedures are very thorough and effective. Induction time is paid for, there are opportunities for observing and shadowing, and checklists ensure thorough coverage.

M12 Procedures for appraising and monitoring staff are well established and effective. The appraisal procedure is supportive, and clear targets are set linked to CPD. There is evidence that a supportive approach is used before any formal steps are taken when there is a performance issue.

M13 There are very effective procedures to ensure appropriate and relevant CPD. There is a CPD budget available and there is evidence to show how staff have been encouraged, guided and supported in their development.

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.	Strength
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.	Strength

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	
<p>M14 Staff are very helpful and courteous to students and their representatives. A good level of customer care is ensured through ongoing training and review of feedback. Students consistently report that they find staff approachable and very willing to assist.</p> <p>M15 Comprehensive pre-course information and communication is provided through a variety of channels. Experienced staff in the marketing and sales department provide accurate and useful information during the booking process, while on-site staff offer advice and information during the course.</p> <p>M16 Enrolment systems are effective, and the terms and conditions are very clear. A sensitive and student-friendly approach is taken with refunds</p> <p>M18 The attendance and punctuality policy is clear, and students are very aware of the requirements and follow-up procedures. Any attendance and punctuality issues are systematically followed up with sensitivity as to possible causes.</p> <p>M19 The conditions and procedures under which a student may be asked to leave the course are made very clear in the terms and conditions and are highlighted in the student code of conduct, found in the handbook and presented during the induction.</p>	

Publicity	Area of strength
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.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
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.	Strength
M26 Publicity gives an accurate description of any accommodation offered.	Strength
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments	
<p>Stafford House has a 'digital first' policy whereby digital mediums are the primary medium of publicity. Publicity includes a website and brochure. In addition, the school has a social media presence page and SHI has a central presence across social media platforms.</p> <p>M23 Information on course content is very clearly and consistently presented across all courses. All of the required information is included.</p> <p>M25 The website includes a 'Young Travellers' section which provides very clear, thorough guidance and information regarding pastoral care, supervision and safeguarding.</p> <p>M26 The different types of accommodation offered are very clearly described with detailed information, images of real homestays and residential accommodation. The website also includes useful advice to students about staying in different types of accommodation.</p>	

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.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength

P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met
Comments	
P5 The signage around the two buildings is very clear, and large noticeboards in classrooms and communal areas display relevant and up-to-date information in a visually attractive way.	
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.	Strength
Comments	
P7 Students have a very well-chosen range of both core and supplementary learning resources. Students have digital access to the core course books, as well as to other resources. Hard copies of additional resources for students are well organised, accessible and up to date.	
P8 A wide range of appropriate, well-maintained and very well-organised resources, both online and in hard copy, are available for teachers. As well as the core resources, the school subscribes to a range of online resources. Teachers have good access to computers.	
P9 Educational technology in the classrooms is well maintained and used regularly and confidently. Technical support for computers and interactive whiteboards is provided, and staff receive training in both the use of technology and how to access support.	
P11 There is continuous reviewing and development of teaching and learning resources. There is a system for promotion and introduction of new resources and teachers are systematically asked to provide feedback. There is evidence of allocation and deployment of a budget.	

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.	
Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
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.	Strength
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.	Strength

Comments

T4 Arrangements for timetabling are very good and both teachers, and students are kept well informed in advance of the schedules. Teachers' deployment is linked to their professional experience, developmental needs and preferences.

T6 Very thorough and explicit attention is paid to all aspects of academic management affected by continuous enrolment. Information and guidance is given to teachers and students. Courses are effectively designed to accommodate continuous enrolment.

T7 New teachers have a very thorough induction with allocated, paid time before being given a teaching timetable. As well as observing classes, new teachers are assigned a buddy to support them. During their initial weeks' teaching, new teachers are given further allocated time for peer observations.

T8 Teachers are very well guided and supported by the DoS, who is not timetabled to teach, and ADoS, who has a limited teaching timetable. The head of Academic English (CSVPA) is also available for additional support.

Teachers reported that they felt very well supported by the academic team.

T9 Formal observations, based on very clear standards, are carried out twice a year and offer very thorough feedback with action planning. Throughout the year there are also drop-in observations. Teachers reported that they found observations extremely helpful and offered a positive experience.

T10 There are very effective procedures to ensure the CPD of teachers. Teachers are encouraged to attend external events and to upgrade their qualifications, for which there is a budget. There are regular fortnightly in-house training sessions, based on needs and interests identified in observations and appraisals and there is a formalised arrangement for peer observations.

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.	Strength

Comments

T11 The course design is comprehensive, based on clear principles and entirely appropriate to the learning context. Graded 'can-do' statements for each level are clearly aligned to CEFR standards. Very clear guidance, including course outlines, schemes and records of work are available to teachers.

T13 Regular review of both core and module courses is informed by both teachers' and students' feedback. The scheduling and content of module classes is based very much on student request and need. Students in core classes have input at the end of the week regarding the following week's emphases.

T14 Weekly schemes of work based on the syllabus and negotiation with the students, as well as course descriptors including graded 'can-do' statements are shared with students on their portal and are also posted on classroom notice boards.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T15 Effective placement procedures involve a written test either before arrival or upon arrival, along with conducting an interview to evaluate speaking and listening skills and to gather information about the student's needs.

Observations from lessons and student feedback indicate that class levels are suitably homogeneous.

T16 There are two types of assessment each week. One test is based on skills proficiency, measured against the level, and at the end of the week there is an achievement test or task linked to the week's content. All scores and evaluations are recorded, and students have access to these through their portal.

T17 Tutorials, conducted in all cases by the ADoS are offered to students every month. Their progress is discussed and future goals set. There is advice available within SHI should students present with any additional needs.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	General English and afternoon module including IELTS preparation.

Comments

None.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Strength
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.	Not met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Not met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 Teachers on the whole produced clear and accurate models of language and were able to respond effectively to students' questions about language.

T20 In the vast majority of lessons, the content was tailored to meet both the needs and interests of the students and the class, aligning with the course objectives. Class profiles demonstrated a thorough understanding of individuals' strengths and weaknesses.

T21 Almost all teachers made the clearly expressed learning outcomes known to students, referred to them throughout the lesson and planned to review them at the end of the lesson. Outcomes were achieved through a very appropriate sequence of activities.

T22 While the majority of teachers used a wide range of appropriate teaching techniques, a significant minority used a very limited range and did not use techniques such as concept checking and instruction giving effectively.

T23 The majority of teachers effectively managed the classroom environment and resources. However, in a number of lessons observed the furniture was not arranged to facilitate communicative activities, and boards were not used to good effect.

T24 Generally teachers used a range of correction techniques that included on-the-spot, delayed, peer and self-correction. Positive feedback was used appropriately.

T25 Most teachers included activities which gave both themselves and students the opportunity to evaluate learning.

T26 Almost all teachers promoted a positive and inclusive learning atmosphere. They clearly demonstrated their awareness of their students' specific needs and interests, and in nearly all cases, students remained actively engaged throughout the 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 There is a critical incident plan in place. However, relevant parts of the plan are not made known to staff, particularly in relation to on-site emergencies in the teaching premises and residence.

W2 Pastoral care is very effective, with good communication between the academic and student services teams to ensure that staff are aware of any pastoral concerns. Academic tutorials include a pastoral focus.

W3 Tolerance and respect are highlighted as part of student induction. These are supported by classroom posters. All staff complete a training module on Prevent and discussions around this are included in an annual refresher. Clear policies on behaviour are in place.

W5 There is excellent information made available to students through pre-arrival information, the website and student handbook. This information and guidance is consolidated and expanded through a thorough induction, a walking tour and ongoing advice from staff.

W6 Good systems are in place for health care. There is good first-aid provision for excursions and in the residence. Students receive clear, useful information and guidance about local health care, and staff are available to accompany students to health care services if 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.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W7 Hosts and residential staff actively promote a comfortable living environment and demonstrate a knowledge of current students that indicates a warm welcome. Students commented very positively on their hosts and the residence.

W9 Accommodation inspections are regular, thorough and recorded. However, some homestay hosts did not have up-to-date Gas Safe certificates.

W10 Students receive detailed personalised information about their accommodation including a pen portrait of their host and information about travel times to and from school.

W11 There are very effective procedures in place for identifying and resolving any problems students have with their accommodation. All issues are immediately followed up and complete records are kept of the monitoring and actions taken.

W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider and these are clearly documented in a comprehensive handbook for homestays. The terms for each individual booking are made very clear.

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All the criteria in the above area are fully met.

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

The relevant criterion in the above area is fully met.

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.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments

W19 Students are kept very well informed about local activities. The school includes local events on the leisure programme calendar, and staff are available to help students with questions and requests about local events and activities.

W20 A wide and varied programme is available appropriate to the age and interests of the students. Students are encouraged to suggest activities, and the programme is designed with long-stay students in mind, as well as under 18s.

W21 Excursions are well-prepared, staff are briefed and there are maps and interesting handouts for students. Students are asked what activities they might want to do and the provider is responsive to requests.

W22 There are clear risk assessments in place for each activity to ensure the health and safety of students on all activities. There is a trained first aider on all excursions.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength

S7 There are suitable arrangements for the accommodation of students.	Strength
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

Throughout the year, students aged 16 and 17 join adult courses. During the inspection, there were eleven 16 and 17-year-old students enrolled on adult courses and accommodated in homestay. In the summer, the number of students increases significantly, and they are accommodated in a separate residence or homestays. Additionally, year round the school offers closed-group courses for students aged 12–18. 16 and 17 year-old students in these groups may be integrated into adult courses, if requested.

S1 A comprehensive safeguarding policy has been developed with input from both internal and external expert advisors. This policy is supported by concise versions tailored for homestay, staff, and students. The designated safeguarding lead (DSL), deputy safeguarding lead (DDSL) and designated safeguarding persons (DSPs) are clearly identified by name on noticeboards, and staff are fully aware that these roles are filled by the principal, Student Services Manager and student services team.

S2 The DSL and DDSL have up-to-date specialist level training. Additionally, other members of the student services team have advanced level training. All other staff receive appropriate training, and homestay hosts are fully briefed and updated regarding their safeguarding responsibilities.

S4 Safer recruitment policies are detailed and thorough. Suitability checks are all in place and there is a meticulous approach to checking and following up on reference checks to ensure that they meet the requirements of the policy.

S5 Very effective risk assessments and arrangements are in place to ensure the safety and supervision of students during scheduled lessons and activities. Comprehensive measures are implemented to mitigate risks when groups of under 18s share the premises with adult students. The attendance of 16 and 17-year-olds on adult courses is closely monitored, and appropriate actions are taken when necessary.

S6 All stakeholders are required to sign to say that they have seen and agreed to the rules for what students may do outside the scheduled lesson or activity times and without supervision. Rules are emphasised to students at enrolment and induction.

S7 The accommodation arrangements for under 18s are highly suitable. Under 18s are either housed in carefully selected and well-briefed homestays or residences with residential staff. There is very clear guidance on safeguarding responsibilities for homestay hosts.

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	2015
Last full inspection	2021
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a

Other related accredited schools/centres/affiliates	Stafford House London, Stafford House Canterbury and Stafford House Study Holidays
Other related non-accredited schools/centres/affiliates	A member of CATS Global Schools (CGS)

Private sector

Date of foundation	1952
Ownership	Name of company: Bright Scholar (UK) Holdings Ltd trading as CATS Global Schools Company number: 11493248
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
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	55	72
Full-time ELT (15+ hours per week) aged 16–17 years	11	77
Full-time ELT (15+ hours per week) aged under 16	0	1
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	66	150
Junior programmes: advertised minimum age	12	16
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–27	16–21
Adult programmes: typical length of stay	4–12 weeks	2–6 weeks
Adult programmes: predominant nationalities	Swiss, Turkish, Thai, Brazilian	Chinese, Argentinean, Turkish, Italian

Staff profile	At inspection	In peak week (July)
Total number of teachers on eligible ELT courses	6	14
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	2	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	8	
Total number of support staff	0 (None of own, but share some support staff with CATS Global Schools)	

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

The DoS was not timetabled to teach and the ADoS was scheduled for eight hours' teaching.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	6

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	10	11
Private home	0	0
Home tuition	N/a	N/a
Residential	35	0
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	2	0
Staying in privately rented rooms/flats	8	0
Overall totals adults/under 18s	55	11
Overall total adults + under 18s	66	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in W1 and W9 have been addressed.