

Organisation name	Stafford House London
Inspection date	23–24 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.

Summary statement

The British Council inspected and accredited Stafford House London 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 large private language school offers courses in general English for adults (18+) and young people (16+), for closed groups of adults (18+) and under 18s, and vacation courses for under 18s.

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

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

Introduction

Stafford House London (SHL) was first inspected in 2011 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. Throughout the year, SHL offers general English, business English and examination preparation courses and closed group courses to young learners and adults in its building in central London. In the summer, the school uses classrooms in the adjacent CGS sister school, Guildhouse.

The CGS schools draw upon centralised marketing, admissions, finance and human resources functions. Since the last inspection, the school has expanded, taking over the building next door (1 Southampton Place) and a new principal, DoS and SSM have been appointed.

This inspection was the last of three to be conducted in consecutive weeks in all of the SHI schools in the UK. Prior to inspecting the three schools, the inspectors had spent a half day interviewing SHI head office staff and examining documentation. This inspection took two days and was carried out by two inspectors. The inspectors held interviews with the principal, director of studies (DoS), assistant director of studies, (ADoS), student services manager (SSM), student services officers, head of maintenance, business manager, exams administrator, exam centre manager, teacher training manager, social coordinator, and people and engagement partner. Focus group meetings were conducted with teachers and students. One inspector carried out a remote tour of one of the residences and spoke with the main homestay accommodation provider used in order to check on the procedures and communication between them and the school. All teachers timetabled to teach during the week of the inspection were observed.

Address of main site/head office

2 Southampton Place, London WC1A 2DA.

Description of sites visited/observed

Premises profile

SHL occupies two adjacent buildings in the Bloomsbury area of central London. It is located in two refurbished five-storey Georgian buildings a few minutes' walk from Holborn Underground station. The main building is located at 2 Southampton Place. On the lower ground floor there are two classrooms, a teachers' room, and a student lounge; on the ground floor there is a reception area, academic office, and a classroom; on the first, second and third floors there are seven classrooms and the principal's office. The café and canteen form part of the adjacent Guildhouse School and are accessed internally. These are used by SHL only on Monday and Friday mornings (for induction and leaving ceremonies) and during the summer. Some of the Guildhouse School classrooms are also used by SHL in the summer. The building at 1 Southampton Place has five larger and two smaller classrooms spread across the five floors. There is also a teacher training office and kitchenette on the lower ground floor, a library/quiet study space on the first floor, a breakout space on the second floor and the general manager's office / hot desking space on the third floor. Across the two buildings there are seven student bathrooms, one staff bathroom.

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

Course profile

Throughout the year SHL offers general and professional English and examination preparation courses (16+) and closed group courses for students aged 12+. In the afternoon, students join modular classes. Students can study for professional certificates (marketing, project management and business management). The school also offers teacher training courses that do not form part of this accreditation.

Management profile

Management profile

The principal, who reports to the general manager of SHI, is assisted by the DoS, ADoS and SSM.

Accommodation profile

The school offers year-round residential accommodation for adults and homestay accommodation. The four residences used offer a range of pricing and facilities, from studio to shared flats with either single or twin

bedrooms, all of which are ensuite. In the summer the school offers sole use of a residence for 16–17 year olds. Homestays, offered to adults and under 18s, are provided by an agency registered with the British Council.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision clearly operates to the benefit of the staff and students and in accordance with the provider's highly relevant goals and values, and very clearly presented publicity. The structure of the organisation is very well established, communication is excellent and student administration is carried out highly efficiently and effectively. *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 very safe, comfortable, pleasant and professional environment for work and relaxation. A wide range of learning resources is available, appropriate to the age and needs of the students. Resources are very well organised and excellent guidance on their use is provided for students and staff where needed. *Premises and facilities and Learning resources* are areas 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 appropriate to the context. Course design and learner management are very effective. Teachers receive excellent support, and the courses are very well 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. Procedures for managing emergency situations are robust, and pastoral care is very well provided for. Accommodation is very well managed, and the leisure programme is varied and well organised. *Care of students, Accommodation, and Leisure opportunities* are areas 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	
<p>M1 The goals and values of the organisation are clearly understood and articulated by management and are very well aligned with the current context of the school and how it operates. The school's mission is very clearly communicated to all stakeholders including staff, students and agents. There is good evidence of staff engagement in defining the purpose of the organisation.</p> <p>M2 There are written objectives and plans at both group and school level. There is clear evidence of work being carried out towards achieving the stated objectives and of monitoring and reviewing of them.</p> <p>M3 The structure of the school is documented and well understood by staff, students and their representatives. The structure is clearly defined and established at school level and is effectively supported by head office structures, functions and systems. Highly effective measures are in place for shadowing, cover and succession planning.</p> <p>M4 Communication with staff, students and service providers is very effective. Excellent use is made of a range of communication channels inside the school and there are good opportunities for staff with similar roles to communicate across the organisation.</p> <p>M5 Feedback is collected, recorded and acted upon. The school ensures that return rates are high and there is good evidence of actions taken in response to student feedback, and a general student perception that their views are valued.</p> <p>M6 There is a range of formal and informal mechanisms in place for the collection of staff feedback from all staff, including seasonal team members. There are examples of actions taken in response to staff feedback, and a strong staff perception that their views are valued.</p> <p>M7 There are several regular and comprehensive quality reviews in place at both school and group levels incorporating multiple sources of references and perspectives.</p>	

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	
<p>M8 Staff feel valued, included and well supported. Policies, procedures and the culture of the organisation ensure a rewarding and supportive working environment.</p> <p>M10 There is a comprehensive policy in place covering each stage of the recruitment process. Record keeping is meticulous and provides evidence of highly effective implementation of all recruitment procedures.</p> <p>M11 Induction procedures for all staff are comprehensive. A generous amount of time is dedicated to induction which includes a number of stages and is well supported by managers and colleagues. Staff are paid for their induction period.</p> <p>M12 Robust and supportive appraisals and reviews are in place to formally recognise and celebrate achievements and to identify areas for improvement. Positive and constructive feedback is communicated to staff.</p> <p>M13 There is a structured approach to CPD which is appropriate to the organisation, school and individual needs. There is a strong culture of CPD throughout the school and it is closely linked to appraisals. All staff are engaged in professional development.</p>	

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

M14 There is a strong culture of customer service throughout the organisation. This is supported by management, staff, IT systems and training. Front-of-house staff demonstrate a strong understanding of students' needs. There is consistently good feedback from students and their representatives.

M15 Students and their representatives receive clear and comprehensive information before arrival. The school has excellent protocols in place for communicating with students directly prior to arrival, when they arrive and throughout their stay.

M16 There is excellent record keeping in place for student information. It is stored and monitored effectively to ensure that information is accurate and up to date. Terms and conditions are very clear, including a very fair refund policy.

M18 There is a comprehensive clear attendance policy, and rules are made explicit to students. Attendance records are accurate and easily accessible to teachers and managers. There is excellent evidence of the systematic follow-up of attendance and punctuality issues.

M19 The conditions and procedures under which a student may be asked to leave the course are covered in the terms and conditions and highlighted very clearly via the school rules during induction.

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

SHL publicity consists of the Stafford House website the SHI brochure and the Stafford House price list. The school also has a presence on a range of social media platforms.

M23 Information on course content is very clearly and consistently presented across all courses. All of the required information is included.

M25 The website includes a 'Young Travellers' section which provides comprehensive guidance and information regarding pastoral care, supervision and safeguarding.

M26 The different types of accommodation offered are 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.

Premises and resources

Premises and facilities	Area of strength
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.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Met

P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

Comments

P2 The premises are very clean, well maintained and provide an extremely comfortable, welcoming environment for students and staff. There is good evidence that thought has been given to making the premises as accommodating as possible.

P4 Throughout the school, there is a very good range and number of spaces for students to relax, study and consume food.

P5 There is excellent, attractive, easy to understand signage throughout the building as well as noticeboards and electronic displays which are visually attractive and informative.

P6 There are several spaces which staff can use for working or relaxation. In addition, nearly all staff take lunch in the Guildhall School next door, free of charge.

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.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 Learning resources are very well organised. There is a wide range of core and supplementary resources including in-house and custom-made supplementary materials.

P8 There is a wide selection of resources available to teachers, including hard copies, digital and online materials, as well as very good access for teachers to technology including computers, printers and photocopiers. Teachers also have access to the school's extensive teacher training library.

P9 There is a good range of educational technology in classrooms, which is well maintained supported by onsite technical assistance. All teachers are inducted in the use of the technology, and it is used with confidence. There are class sets of laptops available for use.

P10 There is a self-access centre which is well used by students. There is very good information to guide and motivate students on the use of the space and available resources.

P11 There is a systematised approach to reviewing resources at both school and organisational levels. This results in a very good range of up-to-date learning materials.

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.	Strength
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 Timetabling is based on a scheduling policy which is implemented in a very organised manner and communicated to staff and students in a timely manner. There is a clear rationale for teacher deployment based on experience and expertise.

T5 There are rotas and systems in place for both emergency and planned cover. Cover teachers are provided with clear and detailed information about the class to be taught.

T6 There is excellent, clear guidance for teachers on lesson planning and the integration of new students. In addition, the scheme of work and weekly course plans are designed to facilitate continuous enrolment.

T7 Teacher induction is comprehensive and includes a range of meetings, observations, and support mechanisms. Induction is followed up to ensure that teachers have integrated effectively into their roles. Teachers reported that they felt very well prepared to start work.

T8 There are very high levels of support provided for teachers including time for individuals to work with an academic manager. There are good opportunities for collaboration between staff. All teaching staff interviewed reported feeling very well supported by the academic management team.

T9 Formal observations are carried out twice per year by the academic management team. Oral and written feedback is provided. In addition, there is a range of drop-in and informal observations which have a strong developmental focus, often suggested by the teacher.

T10 There is a strong culture of CPD within the academic team with fortnightly CPD sessions alternating with drop-in sessions where the academic management team is available to teachers. In addition, there are peer observations and opportunities for external training and development.

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.	Strength
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 Course design is based on a clear set of principles which is communicated to staff and students. Materials are selected or designed to match course objectives. Student outcomes are clearly aligned to CEFR standards, and progression is explicit within course design. Modular classes are also designed with clear principles and guidelines in mind.

T12 The local environment, London and the UK are systematically integrated into course content. Homework is often related to the UK environment and staff offer students multiple suggestions of activities which will support their linguistic development.

T13 Processes for reviewing course design are formalised and documented at both school and group levels. There is strong evidence of changes being made in response to student and staff feedback, as well as student progress and outcomes.

T14 Weekly plans are shared with students and discussed in class at the beginning of each week. Students have the opportunity to give feedback on weekly plans, and teachers adapt the programme of study accordingly.

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.	Strength

Comments

T15 Students are tested in all relevant areas including a speaking test which includes a student needs analysis. Class placement is linked to the CEFR. All assessment data, including a needs analysis is uploaded to the student information system.

T16 There are several mechanisms for assessing students, resulting in excellent tracking and recording of student progress. There are mechanisms in place to ensure that the academic management team monitors the progress of each individual student.

T17 Assessment data and academic tutorials are utilised to ensure that staff, students and management have very good awareness of each student's learning needs and how they can meet the course objectives.

T18 An examinations administrator is available to provide information and advice to students, meaning that excellent guidance is available to them. In addition, the school ensures that it provides comprehensive information and advice to students about mainstream UK education.

Classroom observation record

Number of teachers seen	11
Number of observations	11
Parts of programme(s) observed	General English, afternoon modules classes.

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.	Met
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.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	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.	Strength
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met

Comments

T19 Teachers generally gave accurate linguistic models, and language was pitched at an appropriate level for the students. The large majority of examples and explanations were, relevant, concise and memorable.

T20 All plans demonstrated strong evidence of sensitivity to learners' pace of learning and individual strengths and needs. In the majority of segments observed, content and activities matched the course objectives and reflected the age, background, and preferences of students.

T21 In all classes, learning outcomes were clear and made explicit. In nearly all cases, they were integrated into activities, a reflection stage and into homework activities.

T22 A wide range of techniques was used by almost all teachers. There were examples of effective elicitation and prompting. In most classes, teachers gave clear instructions and used appropriate techniques to check that they were understood.

T23 In stronger segments, teachers demonstrated an ability to bring the coursebook to life and integrate it with other resources. The large majority of classes included the effective use of the interactive whiteboard.

T24 All teachers monitored students' performance during activities effectively. Correction was built into all lesson plans and in the majority of cases, correction was varied appropriately and supported student learning.

T25 All lessons included opportunities for teachers and students to evaluate whether learning is taking place. Teachers consistently allowed time for reflection and activities linked to previous learning.

T26 Overall, classes had a positive and inclusive learning atmosphere and in the majority of classes, students were engaged. Most teachers demonstrated a good understanding of students' needs and interests and provided activities and content which motivated them.

Welfare and student services

Care of students	Area of strength
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.	Strength
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 The plan to respond to any emergency is very comprehensive and both staff and students are made aware of the relevant elements. The briefing for students is sensitive and staff leading excursions or activities are thoroughly trained in the procedures to take if there is an emergency. Relevant elements of plans are shared and exchanged with third-party providers such as the accommodation agency and residences.

W2 Students receive a very good level of pastoral care. Under 18s have check-in appointments with a member of the student services team once a week. Academic tutorials have a pastoral element and staff across the departments share relevant information at weekly meetings. Staff have received mental first-aid training, and one teacher is an SEN specialist.

W3 There are well-established policies and procedures to promote respect, tolerance and inclusivity. These are made known to staff and students during their inductions, on posters and in codes of conduct.

W5 Students are given very useful and relevant advice on relevant aspects of travel to and life in the UK. Information is presented pre arrival and during inductions and is also found in a well-presented and accessible digital student handbook.

W6 Students are given very good advice and help to access appropriate health care as needed. Any students under 18 are accompanied when appropriate to appointments or clinics. A good number of staff are first-aid trained and, in the summer, all the staff supervising the 16–17 year olds are first aid trained

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
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.	Strength
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	
<p>W9 The agency homestay visitors are very experienced, as are the managers and staff based at their central office, who also carry out many of the initial and re visits. As well as the scheduled two-yearly visits, random spot checks are also carried out. SHL student services staff in conjunction with the agency, also arrange to visit some of the homestays regularly used by them. Residences are visited and checked on a weekly basis by SH staff</p> <p>W10 The confirmation of the homestay booking gives very full information, including a pen portrait of the household, as well as photographs of the accommodation. There is additional information about the local area. The description of the residences and facilities offered is very clear and comprehensive, illustrated with photographs.</p> <p>W11 There are very effective procedures for identifying problems, both at the beginning of and during the stay. Any issues with homestay accommodation are dealt with effectively by the agency, and in residences students have a QR code to report any issues, which are followed up quickly.</p> <p>W12 The conditions are confirmed by the agency to homestay hosts with every new booking, and any special requirements are made known and discussed. Communication with both the agency and residence staff is very good.</p>	
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	
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.	Strength
Comments	
<p>W19 Students are kept very well informed about events, activities and places to visit in London. Suggestions for these are displayed on notice boards, included on the leisure programme calendar and promoted during the 'leavers' ceremony every Friday. Staff are available to help students with questions and requests and to assist with bookings.</p> <p>W20 The content of the programmes is very well suited to the interests and profile of the students. Students are asked informally and during tutorials for ideas of what they would like included in the programme. Under 18s are asked for their input during their weekly check-in meetings and there is always a suitable activity for them if the scheduled activity is for adult students only.</p> <p>W21 The leisure programme is very well organised by one of the teachers and the student services manager. Excursions are scrupulously planned and staff leading them receive very thorough briefings, itineraries, maps and plans.</p> <p>W22 There are very effective systems to ensure the health and safety of students. The risk assessments are produced by an experienced and trained member of staff, and they are regularly reviewed, taking account of</p>	

feedback after each trip. Specific emergency procedures are in place, and staff and students are briefed appropriately.

W23 Staff responsible for leading or supervising activities and excursions attend a well-planned training programme. Social and welfare officers (SWOs), recruited for the summer period, receive a thorough induction as well as ongoing monitoring and training.

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

At the time of the inspection there were seven students aged 16/17, and there are a limited number of closed groups aged 14+ during the year. In the summer the cohort of 16–17 year olds makes up a quarter of the school numbers.

S1 The comprehensive safeguarding policy has been developed with input from internal and external expert advisors. This policy is supported by concise versions tailored for third parties, staff, and students. The designated safeguarding lead (DSL) and the three designated safeguarding officers (DSOs) are clearly identified by name on noticeboards, and staff are fully aware who fills these roles.

S2 The DSL and DSOs have up-to-date specialist level training from both the local authority and language provider perspectives. Additionally, other members of the student services team have advanced level training. All staff receive basic level 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 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. These measures include using separate parts of the premises, staggered break times, and age-differentiated coloured lanyards. 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. 16–17 year olds on adult courses are accommodated in carefully selected and well-briefed homestays. During the summer, the school has sole use of a supervised residence dedicated to junior students. If under 18s are placed in alternative accommodation, rigorous procedures are in place to ensure its suitability.

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	2011
Last full inspection	2021
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	CELTA, DELTA, short and bespoke teacher training courses
Other related accredited schools/centres/affiliates	Stafford House Cambridge, Stafford House Canterbury, Stafford House Study Holidays
Other related non-accredited schools/centres/affiliates	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/observed	None.
Details of any additional sites not in use at the time of the inspection	Guildhouse School – private high school in same group as Stafford House (CGS) – used in Summer only – up to 10 rooms used

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	115	232
Full-time ELT (15+ hours per week) aged 16–17 years	7	66
Full-time ELT (15+ hours per week) aged under 16	0	0
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	122	298
Adult programmes: advertised minimum age	16+	16+
Adult programmes: typical age range	16–54, average 26	16–56, average 23
Adult programmes: typical length of stay	1–45 weeks, average 11 weeks	1–44 weeks, average 5 weeks
Adult programmes: predominant nationalities	Brazilian, Swiss, Turkish, Japanese, Korean, Thai, French, Mexican	Argentinian, Brazilian, Turkish, French, Swiss,

		Italian, Japanese, Korean, Mexican, Taiwanese, Thai
Junior programmes: advertised minimum age	14+ (14-15 in closed groups only)	
Junior programmes: advertised maximum age	17	
Junior programmes: typical length of stay	One week	
Junior programmes: predominant nationalities	Italian, Chinese, French	

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	11	23
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	11	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	3	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2

Comments

The ADoS typically teaches 4 hours of module classes and is available for cover. The DoS is also available as secondary cover, should ADoS not be available.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	10
A TEFL registered portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	11

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	9	5
Private home	0	0
Home tuition	0	0
Residential	47	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		

Staying in own home, with own family or in privately rented rooms/flats	59	2
Overall totals adults/under 18s	115	7
Overall total adults + under 18s	122	

Items requiring early action

N/a