

Organisation name	St Giles International London Central
Inspection date	19–21 April 2022

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that the weaknesses in S1 has been addressed.

Summary statement

The British Council inspected and accredited St Giles International London Central in April 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general, academic and professional English for adults (18+) and young people (16+).

Strengths were noted in the areas of strategic and quality management, staff management, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, teaching, care of students, accommodation and leisure opportunities.

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

Introduction

St Giles International London Central is the largest of the five year-round St Giles schools in the UK. Founded in 1955, it was last inspected in 2017. The school is based in an eight-floor building next to Russell Square in central London. A range of courses is offered to adult students (18+) and young adults (16+). The school provides a number of different accommodation options including homestay and on-site and off-site residences.

Since the last inspection, student admissions for the group have become centralised and the student support services have been restructured. A new principal was appointed in 2019. In order to maximise room usage, the school rents out rooms to clients during the day and in the evening.

The inspection lasted two and a half days. During the inspection the two inspectors met together or separately: the principal, the group marketing manager, the director of studies (DoS), the assistant director of studies (ADoS), the student services lead, the accommodation and student services officer, the facilities manager, the librarian and attendance support officer, the social programme co-ordinator, the acting café manager, the student services and meeting rooms co-ordinator and the group admissions registrar.

The inspectors observed all of the teachers who were teaching on the days of the inspection. Focus groups were held with teachers and students. One inspector visited in person the St Giles on-site residential accommodation and an external residence and inspected remotely two homestays.

Address of main site/head office

154 Southampton Row, London WC1B 5JX

Description of sites visited

The school is based in an eight-floor Victorian building with 56 classrooms spread over the first six floors. Residential accommodation for students is located on the top two floors. There is a self-access centre, an ELT library and bookshop, a staffroom with a kitchen and a teachers' resources room on the lower ground floor. The reception and administrative offices are on the ground floor, including offices for the principal, the academic managers and the student services staff. There is a cafeteria on the first floor and a roof garden on the fifth floor. The fourth floor of the building contains an executive lounge, referred to as the platinum clubhouse, and classrooms for executive and professional courses. The head office of St Giles International is also located in the building on the second floor.

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 type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school provides morning, afternoon and intensive general English and examination preparation courses to students aged 16 and above. Other courses offered include executive, teachers of English (TEC), university pathway and closed group programmes. Some students book one-to-one lessons.

Management profile

The principal is supported by the DoS and the ADoS and on the administrative side by the student support services lead. Marketing and admissions management and services are provided by St Giles International.

Accommodation profile

The school offers homestay with full and half-board options, all within a one-hour journey of the school. In addition, the school offers self-catering accommodation in two student residences, one managed directly by the school and located on school premises, the other provided by an external organisation, located 20 minutes by underground from the school. In the summer, the school plans to use two other residences located in central London, close to the school.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the school operates effectively and clearly in line with its aims, values and publicity. Staff management and student administration systems work well. Some formal student and staff feedback mechanisms had been relaunched shortly before the inspection. *Strategic and quality management* and *Staff management* 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 comfortable and professional environment for work and relaxation. A very good range of learning resources is available, appropriate to the age and needs of the students. Good guidance on the use of these resources is provided for staff and students. *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 very good professional profile appropriate to the context. Teachers receive very good guidance to ensure that they support students effectively in their learning. Courses are well structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Academic management*, *Course design*, *Learner management* and *Teaching* 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 very good pastoral care, and there are good measures in place to ensure their security and safety. The school offers a wide range of comfortable, friendly and conveniently located accommodation, which is well managed. The leisure programme is varied, well-resourced and designed to meet the needs of the students. *Care of students*, *Accommodation* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school, and in the leisure activities and accommodation provided. There is a clear safeguarding policy, but it does not sufficiently assess and mitigate the potential risks posed by visitors.

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.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M1 The school has a clear mission statement and a longstanding corporate social responsibility charter. The mission statement is made known to stakeholders in a number of ways, including posters and reference to it in staff and student handbooks. There was evidence that it was integral to the working of the operation and that staff felt involved and valued.

M2 There is a detailed organisation plan for 2019–2023, which is referred to in various meetings and regularly updated.

M3 The organisational structure is very clear and is made known to staff and students through handbooks and posters in handbooks and on display boards. There are enough staff to ensure continuity at all times.

M4 Communication works well through both informal and formal channels. There are regular and minuted meetings for a number of committees and very good communication between managers and within the academic and student services teams.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	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, 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 of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M10 Recruitment procedures are very thorough for both academic and administrative staff.

M11 Inductions are comprehensive and ongoing and include the assignment of buddies to newly appointed teachers.

M12 Appraisals take place for all staff after 12 months' employment and a round had been completed in the last quarter of 2021. Appraisals are conducted very professionally using procedures that are developmental in both aims and implementation.

M13 Continuing professional development (CPD) continues to be a high priority for the school and all staff have been given many opportunities to develop their skills in line with appraisal objectives and observation findings. CPD for teachers takes place very regularly and enables them to share ideas with others and collaborate on projects.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory 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.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Not met

M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments

M14 Written and oral feedback make clear that all staff are helpful and courteous to students, providing a high level of customer service at all times.

M18 Although emergency contact details are collected, these do not include the level of English of the contact.

M19 The school's punctuality and attendance policies are explained clearly in the student guide. Student attendance is entered regularly on the database and there are effective systems for following up absences, including escalation reports and oversight by the attendance officer. Any absences of under 18s are followed up immediately.

M21 The complaints procedure is clearly written and evidence was presented of issues raised by agents and students having been sensitively and effectively managed.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity includes a generic St Giles International website with sections for specific centres, fact sheets about schools and accommodation options, a brochure, a course dates and prices document, and social media sites.

M23 All publicity is written in very clear and accessible English.

M25 At the time of the inspection, the website did not include information about the leisure programme and the costs of any non-free social activities. This issue was resolved by the end of the inspection and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Strength
Comments	

P2 All of the classrooms are appropriately sized for the number of students who use them and benefit from projectors or interactive whiteboards (IWBs); however, some at the front of the building can be noisy when the windows are opened.

P3 There are a number of places where students can relax including the attractive canteen with seating areas and a large screen. Other areas include the study centre, the executive lounge and the rooftop terrace.

P4 Free drinking water is available in different points in the building. The school canteen offers a very good range of food including breakfast at very reasonable prices. There are a number of external food outlets very close to the school.

P6 The large staffroom includes a kitchen area with cupboards, social areas and a large number of work stations with upgraded computers. There is a nearby resources room where coursebooks and supplementary materials and a photocopier are located.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	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 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P8 There is a large number of well-organised supplementary resources for teachers to use on all courses and at all levels. These include a wide range of both digital and physical resources.

P9 All classrooms include projectors or IWBs. Staff receive very good initial and additional training in how to use them if required. Efficient technical support is offered through in-house expertise or through remote support.

P10 The extensive and well-maintained study centre resources have been supplemented by the St Giles mobile-friendly e-school platform. The e-school resources form an integral part of students' courses.

P11 Students receive excellent guidance about independent learning resources through speaking with expert staff, in-class use of the e-school and a very helpful welcome video guide about them.

Teaching and learning

Academic staff profile	Area of strength
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T1 One teacher does not have a Level 6 qualification. The rationale for this teacher is accepted within the context of this inspection, as they are half-way through a degree course.

T3 The teaching team has a very good range of experience and knowledge for the courses offered. Any shortfalls in knowledge or skills are dealt with through internal or external CPD activities.

T4 The two academic managers have very relevant experience in a range of contexts and are both appropriately qualified. The DoS is very active in local and international management support groups.

Academic management	Area of strength
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T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T8 The academic aspects of continuous enrolment are very well covered through the structured two-weekly course programmes, the teacher's guide and specific CPD sessions on this topic.
T9 Teachers stated that they received very good support from academic managers, who administer effectively regular peer observations and the buddy system.
T10 Different types of observations take place systematically, which are appreciated by teachers and clearly linked to CPD sessions and appraisals.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T11 Syllabus outlines are provided for all courses and each level of the Common European Framework of Reference (CEFR) with content to be covered within a stated period of time; two-week planners include reference to CEFR companion volume learning objectives. Course structure is clearly outlined in the teachers' handbook.
T13 Two-week plans had been made available to students on class hubs. However, not all students were aware of these outlines.
T15 General English and examination preparation courses systematically include learner training, and tutorials include learner self-assessment. The teachers' handbook includes guidance on developing learner autonomy, as does the student guide. Students have access to the e-school for three months after their courses finish.
T16 Class excursions are included in course planning, and are referred to in the teachers' handbook. Social activities, organised and staffed by teachers, include the real-world communication involved in going to cafes, restaurants and pubs and engaging in sports activities.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Strength
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met

T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength
Comments	
T18 All students take regular progress tests on the e-school that are linked to tutorials every two weeks; the online student dashboard refers to test scores and progress.	
T20 The ADoS, who acts as the examinations officer, is identified on who to see posters and in the student guide and offers expert advice to those who request it. There are entry tests available for all examination preparation courses.	
T22 Appropriately qualified and designated staff act as university advisors and are available by appointment. This information is clearly indicated to students through posters and in the student handbook.	

Classroom observation record

Number of teachers seen	18
Number of observations	18
Parts of programme(s) observed	Morning and afternoon general English and examination classes and an executive one-to-one class.
Comments	
None.	

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments	
T23 Most teachers modelled English appropriately and provided good grammar and lexical explanations and used phonemes and stress patterns effectively. In a few classes, the phonemic script was not always used accurately.	
T24 In many classes, the content of lessons was clearly based on course objectives and student needs identified in profiles, particularly on exam preparation classes.	
T25 Lessons generally had clear aims expressed as learning outcomes in most but not all lessons.	
T26 Teachers used a very good range of techniques, such as using concept and instruction checking questions and nomination, and were good at moving students in and out of pair and group work.	
T27 Teachers were very good at using the full range of technological resources available to them, and were also proficient at re-arranging the seating to facilitate the forming of different groups.	
T28 Good use was made of a range of correction techniques in most of the lessons observed.	
T29 Teachers used a number of strategies and techniques for checking learning, including short tasks, referring back to previous learning and recycling language learnt in the lesson.	
T30 Students were fully engaged in almost all classes observed. Teachers were very good at using students' names, addressing them in a warm and friendly manner and pacing lessons appropriately.	

Classroom observation summary
The teaching ranged from very good to satisfactory against the criteria with most being met to a good or better level. Lessons were appropriately planned and learning outcomes were shared with students in most lessons. Teachers used a good range of teaching techniques and managed very competently the resources available to them. Learning was checked very well and students were very actively engaged in nearly all lessons observed. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

Comments

W3 Pastoral care is excellent with clear information available to students through handbooks and helpful displays on noticeboards. Fortnightly tutorials include a pastoral focus, and there are specific proactive arrangements for the welfare of under 18s.

W4 There are clear policies and procedures in place in regard to promoting tolerance and respect. Staff are well trained, and clear accessible information is available to students through handbooks and noticeboards.

W6 Students receive clear personalised detailed information on how to travel from points of entry to the UK to their accommodation or to the school.

W7 Students receive detailed practical advice on living and staying in the UK in general and in London in particular.

W8 Health care provision is very good, with a good number of first aiders, first aid kits, a defibrillator on site and access to local health facilities.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W9 An excellent range of accommodation options is offered to students. The accommodation is very comfortable, and the students interviewed were very satisfied with it.

W11 Regular inspections and spot checks are carried out for all accommodation and there is an effective system for recording information, including safety checks in place. This results in the provider having excellent records of facilities and the safety measures that they have in place.

W12 Students receive clear accurate information about their accommodation in advance. Information is detailed and specific to each student's accommodation, including pen portraits of homestays, where applicable.

W14 Accommodation providers are given very clear guidance and rules in regard to accommodation services ensuring that they have a good understanding of what is required of them.

<i>Accommodation: homestay only</i>	Met
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this subsection are fully met.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

The relevant criterion in this subsection is fully met.

Leisure opportunities	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 Students have access to information about the leisure programme through the school's online platform and posters and notices around the school. The leisure programme organiser is available every lunchtime to advise and assist students about the school's programme and other events and activities.

W24 There is a wide variety of age-appropriate leisure activities which meet a range of student needs, including those of long-term students.

W25 The leisure programme organiser works part time as a teacher and is supported by other members of the teaching team. The organiser ensures that the programme is well researched and that staff receive appropriate guidance and briefing.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Not met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met

S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

Students aged 16 and 17 are enrolled on adult courses throughout the year. There were five under 18s on site at the time of the inspection.

S1 While the safeguarding policy does include guidance on the supervision of visitors, the controls in place are not informed by a documented risk assessment and therefore controls or guidance for the management of visitors are insufficient considering the number of visitors that come to the building. In addition, staff are not fully aware of the risks or the controls that are in place.

S4 While an appropriate safer recruitment policy is in place, one staff file sampled did not have the required references recorded; this was promptly addressed during the inspection.

S6 There are very clear rules for students outside the scheduled programme, including curfews for students accommodated in homestay. Students, staff and hosts are fully aware of the rules, and students are reminded of them throughout their stay.

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	1989
Last full inspection	February 2017
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Award-bearing teacher training courses
Other related accredited schools/centres/affiliates	St Giles Brighton, Cambridge, Eastbourne, Highgate, and Junior courses
Other related non-accredited schools/centres/affiliates	St Giles Vancouver

Private sector

Date of foundation	1955
Ownership	Name of company: St Giles Schools of Languages Ltd Company number: 00596651
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	165	260
Full-time ELT (15+ hours per week) aged 16–17 years	5	40
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	170	300
Junior programmes: advertised minimum age	N/a	N/a
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	16–60	16–60
Adult programmes: typical length of stay	9 weeks	6 weeks
Adult programmes: predominant nationalities	Japanese, Swiss, Turkish, Brazilian, French	Japanese, Swiss, Turkish, Brazilian, Italian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	17	32
Number teaching ELT 20 hours and over a week	17	
Number teaching ELT 19 hours and under a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	7	

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 ADoS was teaching eight 50-minute lessons in the inspection week.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	9
TEFLI qualification	9
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0

Teachers without appropriate ELT/TESOL qualification	0
Total	18
Comments	
The figure above includes the ADoS.	

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	29	3
Private home	0	0
Home tuition	0	0
Residential	31	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	15	0
Staying in privately rented rooms/flats	90	2
Overall totals adults/under 18s		
	165	5
Overall total adults + under 18s	170	