

Organisation name	Regent Summer Schools, Stowe
Inspection date	1–2 August 2018

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

<b>Recommendation</b>
We recommend continued accreditation.

<b>Summary statement</b>
<p>The British Council inspected and accredited Regent Summer Schools, Stowe in August 2018. 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers residential courses in general English for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, premises and facilities, learning resources, academic management, course design, care of students, accommodation, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Regent Summer Schools is part of the Instill Education group. It runs a residential summer vacation course for juniors at Stowe School. At Stowe two separate programmes are run, a junior programme for students aged seven to 12 and a senior programme for 13–17 year-olds. The teaching courses and leisure activities for the junior and senior programmes are run separately. Regent also have a junior homestay programme in Bournemouth which is managed separately by a Regent school in the Instill group, and which is accredited through the host school.

The inspection lasted two days. Meetings were held with the director of education, the senior teacher, the sales and marketing co-ordinator, the client partner, the two centre managers, the two programme co-ordinators, the activity leaders for each programme, and a representative from Stowe School. A focus group was held with teachers and separate focus groups were held with senior and junior students. One inspector held a focus group with group leaders and visited the residential accommodation and the sports and leisure facilities. The round up was held at Stowe.

## Address of main site/head office

38 Binsey Lane, Oxford OX2 0EY.

## Description of sites visited

The school has exclusive use of four buildings, three residential houses and the grounds of Stowe school. In addition to classrooms, the junior and senior courses have the use of a teachers' room, three offices and a room for the activity co-ordinators. The school also has use of a sports hall, tennis courts, a basketball court, an AstroTurf pitch, a swimming pool and extensive playing fields.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

The courses run for five weeks from July to August in two-week blocks. Students may be enrolled for a period of between two and five weeks. Courses are offered for 7–12 year-olds and 13–17 year-olds and are managed and taught separately. Senior and junior tuition is for 15 hours of classroom lessons in the morning and six hours of performance projects in the afternoon. Exam tuition is for ten hours English tuition and 11 hours of exam skills. The senior course includes a choice of interest-based learning sessions and at inspection one exam preparation, two art and design and three science and technology sessions were running. On all courses a team-building session, afternoon and evening activities and a half-day and full-day excursion are included.

## Accommodation profile

Three residences were in use at the time of the inspection. The senior boys and girls were in separate residences. The junior students were housed in one residence but boys and girls were segregated. The junior residence has some larger rooms sleeping a maximum of seven students. All residences have common rooms.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The school has clearly stated goals and values which are made known to its stakeholders. Staff management and development is effective. Student administration is carried out professionally. Quality assurance procedures are sound and lead to continued improvement. Publicity is attractive, clear and accurate. *Strategic and quality management* and *Staff management* are areas of strength.

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### Premises and resources

The provision meets the section standard and exceeds it in some respects. The Stowe premises and facilities provide an entirely suitable environment for study and leisure. A good range of appropriate, well-managed resources is available for all courses. *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. Teachers are appropriately qualified and well supported. Courses are well structured and provide sufficient variety to engage students in learning. The teaching observed met the requirements of the Scheme. *Academic management* and *Course design* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. Pastoral care arrangements are well tried, well resourced and effective. Students benefit from the caring support given by the school's staff, who respond quickly to their needs. The residential accommodation is of a good standard with good staff:student ratios. The social programme is extensive, innovative and entirely suitable for the different age groups. Students are offered a varied experience, which encourages team spirit, yet takes the individual into account. *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. Care of under 18s is given a high priority and sound and workable systems are always in place to ensure appropriate provision for the safeguarding of students on school premises and on all off-site activities. The wide variety of leisure activities is well organised and appropriately staffed. *Care of under 18s* is an area of strength.

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## 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.	Met
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.	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.	Strength

### Comments

M2 The plans for future growth are clearly stated, with SMART targets identified. Plans include making greater use of the Stowe science facilities for senior courses.

M3 There is a clear organogram which is set out in all relevant staff documents. There are good cover arrangements in place to ensure continuity at all times.

M4 There was evidence of very good, effective channels of communication. Formal and informal meetings are held within the centre and at head office. The director of education and senior managers visit the centre regularly throughout the course. There are daily informal meetings at all levels using a variety of formats and media. The centre managers hold daily meetings with the group leaders. The director of education attends a weekly meeting at head office of all the senior managers of the Instill group.

M5 Student feedback mechanisms are very good and include online feedback forms which students complete at the end of their first week and at the end of their course. Feedback is recorded and analysed at head office. There was evidence that some feedback had resulted in changes to the leisure programme.

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M7 There are good review systems in place. Feedback is collected from all stakeholders and discussed at an end-of-summer meeting at head office. A thorough self-evaluation against Scheme criteria was produced for this inspection. All the action points from the last inspection have been addressed.

<b>Staff management and development</b>	<b>Area of strength</b>
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.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	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 The director of education and the sales and marketing co-ordinator interview all staff. A revised interview form has been produced with enhanced procedures for the selection of teachers.  
M12 Records of appraisals were seen which indicated effective procedures for monitoring and appraising managers at the centre. The director of education is appraised twice a year by senior head office staff.  
M13 There are good opportunities for continuing professional development (CPD) for head office and centre staff. All staff have received relevant compliance training and one of the programme co-ordinators received funding for advanced training for designated staff. For teaching staff there is a programme of observations and opportunities for peer observation. See T10.

<b>Student administration</b>	<b>Area of strength</b>
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

#### **Comments**

M20 A clear statement in relation to this criterion is set out in the student handbook and is reinforced at students' induction. A recent incident which made it necessary for the school to ask a student to leave the school provided evidence of the importance placed by the school on the well being of all students in their care.  
M21 Students receive information about how to make a complaint in the pre-course information pack, in assemblies and on noticeboards. The information in the group leader 'code of conduct' is written in rather authoritarian language and is in need of review.

<b>Publicity</b>	<b>Area of strength</b>
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.	Strength
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met

M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	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.	Not met

#### Comments

Publicity consists of a website, brochure and a range of social media.

M22 Publicity gives a very clear picture of the provision at Stowe, and uses a balance of accurate text and attractive image to good effect. Information is comprehensive and fully representative of the student experience.

M29 The brochure for 2017–18 shows the Accreditation Scheme marque without the addition of 'in the UK'. The director of education gave the assurance that the correct marque will be included in the new brochure in September 2018.

### 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.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
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

P1 The school has exclusive use of the premises at Stowe School which is set in attractive, extensive grounds. All areas are maintained to a high standard and students have many areas to gather outside class time. Staff have large rooms for meetings and storage of materials. There are good toilet facilities in all areas.

P2 All classrooms are spacious, well ventilated and free from extraneous noise. They are well configured for language learning and large enough to allow free movement.

P3 A large building close to the junior and senior teaching blocks is available for relaxation. Senior students may use the gardens outside the senior block and the gardens next to the junior block are used by the junior students for relaxation during breaks.

P4 All meals are taken in the spacious state dining room in the Stowe mansion house. Food is of a good standard, healthy options are always provided and dietary restrictions are taken into account. A tuck shop is open in break times. Drinking water is freely available on campus.

P6 There is a spacious teachers' room with sufficient workplaces for all teachers. The senior teacher has her desk here and teachers have easy access to well-organised teaching resources and materials which are stored in this room. The senior centre manager has a large office, with tea/coffee making facilities which are available to all staff. A large room is located opposite this room for the activity co-ordinators and activity leaders, with ample storage space for materials. The junior centre manager has an office in the junior residential block.

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.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning	Strength

resources, and evidence of its implementation.

### Comments

P7 All students receive a learner portfolio appropriate to their age.

P8 Teachers are provided with class sets of dedicated coursebooks and supplementary materials and have access to a very good supply of appropriate materials. The resources for the junior course includes songs, flash cards and learning games appropriate to the age group.

P9 All classrooms have interactive whiteboards which are well maintained by Stowe school staff. Technical support is readily available and all staff receive appropriate training at induction.

P12 Feedback is obtained from all staff at the end of the course. Enhanced materials for interest-based lessons, such as Art and Design, were created this year in response to feedback. There is a budget for the purchase of new materials which is held by the director of education.

## Teaching and learning

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

### Comments

T2 Four members of the teaching team are TEFLQ. All other teachers are TEFLI.

T4 The academic management team consists of the director of education and the senior teacher at Stowe who has the role of local academic manager for the senior and junior courses. Both are TEFLQ. The director of education has considerable academic management experience. He is based at head office but visits the centre regularly throughout the course. The senior teacher has more than three years' experience and is well supported by the director of education.

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

### Comments

T6 There are very good procedures for timetabling. Students are in the same class for the first two lessons and in different groups for the third and fourth lessons. The last lesson includes a project for which students are put into teams in which they stay at mealtimes and in activities.

T9 The senior teacher is well placed in the teachers' room to provide support. Meetings are held every afternoon to discuss class changes and any emerging academic issues. Teachers at the focus group meeting appreciated the day-to-day academic support provided by the senior teacher.

T10 All teachers are observed at least once with oral and written feedback. Four teachers have been observed twice. A peer observation programme has been established with the support of the senior teacher who covers teachers' classes. Four teachers have carried out peer observations. Areas of good practice are shared in a weekly CPD session, which includes contributions from teachers.

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.	Strength
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.	Strength
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

#### Comments

T11 Teachers are provided with lesson plan packs. The senior and junior courses are very well designed with the aim of teaching English as a life skill, focusing on real life outcomes wherever possible as identified in the vision statement. The senior course includes a daily interest-based learning session and students may choose from four options: sport and health, music and performing arts, art and design or science and technology. In the afternoons junior and senior students work in teams in a performance-based project class in which they collaborate on producing a film, play, debate or show.

T12 Course materials are regularly reviewed by the senior teacher and teachers in meetings and are formally reviewed by the director of education at the end of the summer season.

T14 The performance-based lessons and afternoon activities enable students to acquire new language and develop confident language skills through activities such as learning a new 'phrase of the day', tongue twisters and taking part in quizzes. There was evidence of students' enthusiastic engagement in these activities.

<b>Learner management</b>	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	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.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

T18 There are sound procedures for tracking students' progress. Students are monitored and assessed in weekly progress tests and ten-minute coaching sessions where progress is reviewed and targets are set. Students keep learning portfolios with records of their test results, teachers' notes and performance assessments. At the end of each week students complete a 'can-do' statement based on work covered during the week to provide reflection.

#### Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	All

#### Comments

None.

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved	Met

through a coherent sequence of activities.	
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

### Comments

T23 Teachers provided satisfactory models of spoken and written English. Additional support, such as models on the board, which included stress marks, were provided in only a minority of cases.

T24 Lesson plans were thorough and indicated awareness of the need for differentiation. Content was generally appropriate but in a few of the senior classes students were insufficiently stretched.

T25 In most lessons aims were made known to students in terms of learning outcomes. The majority of lessons were coherent and well staged, although some activities went on too long.

T26 The majority of teachers made confident use of a range of appropriate techniques, including elicitation and nomination.

T27 Instruction giving was mainly satisfactory but in a few lessons instructions were not checked and examples were not demonstrated. Use of the whiteboard, with effective use of sectioning, was observed in most lessons. Confident use was made of the interactive whiteboards. In many lessons seating arrangements were varied to remove the focus from the teacher.

T28 Teachers monitored students' language well overall and in the best lessons were making notes to give feedback at a later stage.

T30 Good use of pair and group work and varied interesting activities were all features of the best lessons observed. In a few lessons there was evidence of slow pacing and over-loud voice projection. Overall, teachers created a positive learning atmosphere and students were engaged.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to very good with the majority of lessons being satisfactory. Teachers generally provided appropriate models of English, and the content of most lessons was adapted to the needs of the students. Learning outcomes were specified and shared with students. Teachers used a satisfactory range of appropriate teaching techniques. In most cases, students received good feedback on their performance and were engaged in their learning.

### 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.	Strength
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.	Met
W8 Students have access to adequate health care provision.	Strength

### Comments



W1 There are robust systems implemented effectively to ensure the safety and security of the students on and off site. There is CCTV coverage and security guards at the main gate. The junior students are supervised at all times. Staff wear lanyards. A very clear premises risk assessment is in place. Fire drills are held for all new intakes.

W3 All staff are concerned with students' welfare. Induction procedures, the student handbooks and noticeboards with staff photos inform students who to turn to in case of problems. It was clear from the student focus group meeting that they felt comfortable with all staff members.

W4 An effective slide presentation as part of the students' induction makes it very clear that bullying or other abusive behaviour will not be tolerated.

W6 Transfer arrangements are well embedded and are managed by head office. On arrival, students are escorted to a welcome centre where they are given drinks and snacks. Students arriving outside the main arrival times travel to Stowe with a trusted taxi firm.

W8 There are qualified first aiders and appropriately stocked first aid boxes. Emergency procedures are clearly documented in staff manuals and form a significant part of the induction procedures. A hospital with an accident and emergency department is within reach and staff are available to accompany students if needed. If a student feels unwell, satisfactory arrangements are made on site to allow students to recuperate in their rooms with sensitive and appropriate attention from staff.

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

#### **Comments**

W9 The residential accommodation being used is of a very high standard. All have a cosy and comfortable common room. Bedrooms are of a good size, well furnished, airy and with good storage for each student in the room. Bath, shower and toilet facilities are in good supply. Adults supervising the students have their own shower and toilet facilities. Two residences are segregated by gender and one is mixed gender but male and female students are well segregated.

W10 All areas in the three boarding houses inspected were clean and well maintained. An off-site laundry service provides all laundry needs. Staff have access to a washing machine in the junior residence.

W13 Students are carefully monitored and any accommodation problems are dealt with promptly and with sensitivity.

W15 A varied range of dishes are provided, including salads and fresh fruit. Vegetarian options are always available. The kitchen staff respond to student feedback and take all practicable steps to provide students with food which is both nutritious and appealing. Menus change daily and all food is freshly prepared. Students spoke well of the food and said they were never hungry.

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

#### **Comments**

None.

<i>Accommodation: other</i>	

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
<b>Comments</b>	
None.	

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

W24 Rich and diverse programmes of sports and recreational activities are provided, making full use of the good facilities and plentiful resources available. Activities are well designed to integrate students and to encourage team building.

W26 The activities are well supervised by enthusiastic activity staff, whose attention to detail and tireless concern for the students contribute greatly to the success of the courses. Risk assessments relevant to each activity have been prepared. They are in constant use and any changes to circumstances carefully noted.

W27 The activity leaders are well qualified in a number of sports and outdoor activities and approach their work with a high degree of commitment and enthusiasm. They work well together as a team and have established a good relationship with students.

### **Safeguarding under 18s**

<b>Safeguarding under 18s</b>	<b>Area of strength</b>
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.	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
<b>Comments</b>	

All students enrolled at the time of the inspection were under 18.

S1 An appropriate safeguarding policy is in place. The safeguarding policy and all other relevant documentation are well thought out, written in accessible language and made known to all staff. The policy applies across all schools in the UK, but has been tailored to the needs of Regent at Stowe school. The director of education is named in the policy as the designated safeguarding lead (DSL) and is responsible for implementing the policy.

S2 All staff have undergone safeguarding training appropriate to their roles in the school. All staff are made aware of the safeguarding policy during the induction. The policy is also available in relevant handbooks and on the

Regent website. Safeguarding training is a continuous process for all staff throughout their work at the centre.  
 S4 All aspects of safer recruitment are rigorously implemented. DBS checks and/or the overseas equivalents have been made on all staff and references are in place.  
 S6 The junior students are supervised at all times. Senior students are permitted a sensible level of freedom although an element of unobtrusive supervision exists for them as well.

#### 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

#### 1. COLLATED DATA FOR ALL ELIGIBLE CENTRES (INCLUDING THOSE NOT INSPECTED)

Inspection history	Dates/details
First inspection	1984
Last full inspection	2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	Young learner homestay courses at Regent Scanbrit in Bournemouth separately managed and accredited. Regent schools for ages 16+ in Bournemouth, Brighton, Cambridge, Edinburgh, London and Oxford are separately managed and accredited.
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	1964
Ownership	Instill Education Ltd Company number: 01293463
Other accreditation/inspection	N/a

#### Premises profile

Address of Head Office (HO)	38 Binsey Lane, Oxford OX2 0EY
Location of centres offering ELT at the time of the inspection but not visited	None
Location of any additional centres not open or offering ELT at the time of the inspection and not visited	None

#### Student profile at peak at all centres

	Collated totals in peak week: 15/7/18-21/7/18 all centres
Of all international students, approximate percentage on ELT/ESOL courses	100
<b>ELT/ESOL students</b> (eligible courses)	

18 years and over	0
17 years and under	128
<b>Overall total</b> of ELT/ESOL students shown above	128
Predominant nationalities	Chinese, Polish, Russian, French, Ukrainian, Jordanian

<b>Staff profile at peak at all centres and HO</b>	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	13
Total number activity managers and staff	13
Total number of management (non-academic) and administrative staff	5
Total number of support staff (e.g. houseparents, matrons, catering)	0

## 2. DATA ON CENTRES VISITED

<b>1. Name of centre</b>	Stowe Juniors
<b>2. Name of centre</b>	Stowe Seniors
<b>3. Name of centre</b>	
<b>4. Name of centre</b>	
<b>5. Name of centre</b>	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students, approximate percentage on ELT/ESOL courses	100	100				100	100			
<b>ELT/ESOL students</b> (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a				N/a	N/a			
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	13				N/a	11			
Full-time ELT (15+ hours per week) aged under 16	29	41				51	66			
Part-time ELT aged 18 years and over	N/a	N/a				N/a	N/a			
Part-time ELT aged 16–17 years	N/a	N/a				N/a	N/a			
Part-time ELT aged under 16 years	N/a	N/a				N/a	N/a			
<b>Overall total</b> of ELT/ESOL students shown above	<b>29</b>	<b>54</b>				<b>51</b>	<b>77</b>			
Junior programmes: advertised minimum age(s)	7	13				7	13			
Junior	12	17				12	17			

programmes: advertised maximum age(s)										
Adult programmes: advertised minimum age	N/a	N/a				N/a	N/a			
Typical length of stay (weeks)	2	3				3	3			
Predominant nationalities	Chinese, Polish, Russian, French, Ukrainian, Swiss, German					Georgian, Swiss, Spanish, Kazakh, German, Chinese, Russian, Italian, French,				

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	3.5	6.5				5.5	7.5			
Total number of activity managers and staff	4.5	5.5				6.5	6.5			
Total number of management (non-academic) and administrative staff	1.5	1.5				1.5	1.5			
Total number of support staff	2	0				3	2			

#### Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years relevant experience	0.5	0.5			
Academic managers without TEFLQ qualification or 3 years relevant experience	0	0			
<b>Total</b>	0.5	0.5			
<i>Comments</i>					

#### Staff profile:

The senior teacher provides direction for teachers on both the junior and senior courses (shown as 0.5 in the 3.5/6.5 teachers and academic managers figures above).

The lifeguard is employed to lifeguard the swimming on both the seniors and juniors courses (shown as 0.5 in the 4.5/5.5 activity leaders numbers above).

There are separate centre managers for juniors and seniors, who are managed by the director of education (the latter shown as 0.5 in the figures above).

#### Academic manager profile:

The senior teacher provides direction for teachers on both the junior and senior courses (shown as 0.5 in the figures above).

The senior teacher teaches five hours a week. The director of education does not teach.

#### Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	2	2			
TEFLI qualification	1	4			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	0			
Teachers without appropriate ELT/TESOL qualifications	0	0			
<b>Total</b>	3	6			

#### Comments

None.

#### Accommodation profile

<b>Numbers at time of inspection: at centres visited</b>										
Types of accommodation	Adults					Under 18s				
<b>Arranged by provider/agency</b>										
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	N/a	N/a				N/a	N/a			
Private home	N/a	N/a				N/a	N/a			
Home tuition	N/a	N/a				N/a	N/a			
Residential	N/a	N/a				29	54			
Hotel/guesthouse	N/a	N/a				N/a	N/a			
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a				N/a	N/a			
<b>Arranged by student/family/guardian</b>										
Staying with own family	N/a	N/a				N/a	N/a			
Staying in privately rented rooms/flats	N/a	N/a				N/a	N/a			
<b>Overall totals adults/under 18s</b>	N/a	N/a				29	54			

Centres	1	2	3	4	5
<b>Overall total adults + under 18s</b>	29	54			