

Organisation name	St Giles International, London Highgate
Inspection date	20–21 October 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 weaknesses in W1 have been addressed.

Summary statement

The British Council inspected and accredited St Giles, Highgate in October 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 English for adults (18+) and young people (16+), and under 18s (14–17 years).

Strengths were noted in the areas of strategic and quality management, premises and facilities, academic staff profile, academic management, learner management, accommodation, leisure opportunities, and safeguarding under 18s.

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

Introduction

The first St Giles school was established in London in 1955 and the St Giles group remains a family-owned organisation. St Giles International London Highgate is a well-established school within the organisation.

The staffing structure has changed since the last inspection with the finance and registrar roles centralised across the St Giles group and the accommodation post now shared as part of a team working across the two London schools. The management structure remains the same but with some personnel changes. In June 2018, the director of studies (DoS) returned to the position after a year off on maternity leave. In January 2019, a new principal was appointed, having previously been maternity cover for the DoS. A new assistant director of studies (ADoS) was appointed in February 2020. The student services officer remains in post and a new accommodation officer, working closely with St Giles Central, was recruited.

The inspection took two days. Meetings were held with the chief executive officer, the principal, the DoS, the assistant director of studies (ADoS), the group head of sales and marketing, the student services officer, the group accommodation and student services lead, the accommodation coordinator, and the social programme coordinator. A focus group meeting was held with the teachers and another with a group of students. All teachers timetabled during the inspection were observed by one or other of the inspectors. One of the inspectors visited two homestay hosts and a residence in use at the time of the inspection.

Address of main site/head office

51 Shepherds Hill, London N6 5QP

Description of sites visited

St Giles London Highgate is located in a substantial Edwardian house in a quiet residential area in North London. The school building is owned by the organisation and is surrounded by extensive gardens. There are good public transport links to central London and to the shops and amenities available in nearby suburbs. The entrance hall on the ground floor leads into the open plan front office and reception. Adjacent to each other on the ground floor are the teachers' resource room, the teachers' room and the academic management office, which also houses a bookshop. The self-access centre, social programme coordinator's office, and principal's office are also on the ground floor. On the lower ground floor there are three classrooms and a cafeteria, which includes computers set aside for use by students. Upstairs there are currently 13 functioning classrooms spread over two floors and a mezzanine. An additional seven classrooms are located in the garden annex, though only three have been in use post-pandemic. There are male and female toilets on the lower ground floor and first floor. One male and one female toilet is reserved for students under the age of 16.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 school offers general English classes for 20 or 28 lessons per week. Lessons are 50 minutes duration. The school's minimum age is 14. Juniors aged 14–15 are taught in separate classes. Students aged 16 and 17 are usually enrolled on adult courses but may also be placed in junior classes.

The following courses were running at inspection: general ELT for adults (18+) and young people (16+); general ELT for juniors aged 14–15; a Cambridge Advanced examination course, and one-to-one lessons.

Other courses available but not running during the inspection period: Cambridge First, IELTS, English for Beginners, English for Business, English for Art and Design, English plus Unique Experiences (Secret Cities).

Management profile

The team is led by the principal who, in addition to being the designated safeguarding lead, is responsible for building management, student services and accommodation, as well as oversight of the academic management team. The academic management team consists of the DoS, who is also the designated safeguarding person, and the ADoS/deputy safeguarding lead. Registration and finance are both centralised for the St Giles group and are run out of head office.

Accommodation profile

The school provides both homestay and residential accommodation. At the time of inspection 46 students were in homestay accommodation and 14 in residential accommodation. The residential accommodation, Chapter Highbury and Chester House, is in north London although in busy periods the school may use other student residences across London. The school uses a British Council registered homestay agency at peak times. It can also provide a list of recommended hotels in the local area.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates effectively to the benefit of the students and in clear accordance with the school's stated goals, values and publicity. There are effective systems in place to ensure a high degree of staff management and quality control, although job descriptions were incomplete. Student administration is mostly well managed and publicity is accurate on the whole. *Strategic and quality management* is an area 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 range of learning resources is available, appropriate to the age and needs of most of the students. Guidance on the use of these resources is provided for staff and students where needed. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a strong professional profile, appropriate to the courses offered. There are generally good systems in place to provide solid academic and learner management and support. However, aspects of course design require attention, particularly in regard to young learner courses. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, and Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students are generally well cared for and are given comprehensive information and pastoral support by the school and by their accommodation providers. Accommodation is of a high standard and provides students with a comfortable living environment and a good range of facilities. However, building security and the implementation and recording of fire drills need attention. Leisure activities are varied and well managed. *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 a comprehensive safeguarding policy and an appropriate structure for the implementation of the policy. Safer recruitment procedures and responsible training of all staff and hosts means that there are good levels of safeguarding awareness. Under 18s are appropriately supervised and clear rules and guidelines are given to students, parents and hosts. *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.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	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.	Met

Comments

M1 The mission statement is made available to staff and students in a variety of ways, including handbooks. The mission is revisited by staff on a regular basis and policies are updated with reference to the key principles included in the statement.

M3 The structure of the organisation is very clear. The organogram has been adapted to include shared responsibilities with the London Central team and a separate document is in place with details of safeguarding staff and their responsibilities. There are sufficient staff to ensure continuity at all times.

M4 Regular communication takes place on both informal and formal levels. Meetings are held with local and central staff, and communication between both academic and student services teams ensures all staff are fully informed.

M6 All staff are encouraged to complete an annual survey, the results of which are analysed and collated. Feedback is also gathered during regular meetings with all departments. Evidence was seen of actions taken in response to staff feedback and suggestions.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	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.	Met

Comments

M9 Job descriptions do not currently reflect the full scope of responsibilities for each role. Safeguarding duties need to be made clear for any members of staff with specific responsibilities in this area. Action was taken to resolve these issues during the inspection and this is no longer a point to be addressed.

M11 Induction procedures are robust for all members of staff. They include a thorough checklist to be completed for all new starters within a realistic timeframe, and an introductory presentation for new teachers.

M12 There are very effective procedures in place for the monitoring of staff, including a formal annual appraisal and quarterly performance review meetings with line managers.

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.	Strength
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.	Met

Comments

M14 High levels of customer care were observed during the inspection, and students in the focus group reported on the friendly staff and their willingness to help whenever problems were encountered.

M15 Enquiries have recently been centralised but there is very good communication between local and central teams to ensure accurate information is shared at all times.

M18 There is currently no system in place to ensure that staff are informed of any changes to long-stay students' contact details.

M19 There is a robust attendance procedure in place for both adults and students under the age of 18. The policy is made known to all stakeholders through handbooks, the school's guided e-learning app, and posters around the school building.

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.	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.	Not 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 a number of social media sites.

M27 At the time of the inspection, neither the website nor brochures included information that homestay accommodation offered is arranged by an agency at times.

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

P3 Students have access to a large café throughout the day, including a separate area for table football. The café leads to an expansive garden with tables and chairs for relaxation, a ping pong table and a small pond.

P4 The popular café offers a good selection of hot and cold food, beverages and snacks at reasonable prices. The food is prepared on the premises and is of a high standard with generous portions. Students' dietary requirements are catered for as far as possible. Free drinking water is also available.

P6 A teachers' preparation room and an adjacent teachers' relaxation room provide ample space for staff. Personal lockers are provided and the relaxation room includes tea and coffee making facilities, a fridge and a microwave, as well as two laptops linked to a photocopier. The preparation room houses most of the teaching resources in addition to three computers linked to a second photocopier. In addition to a separate office space for the principal, the DoS and ADoS share a large comfortable office, the social programme coordinator has his own office, and the general office/reception area is comfortable and spacious. Additional rooms are also available for meetings as required.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Not met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Not met

Comments

P8 There is a good range of well-organised resources for teachers for most courses; however, there are no specific materials for young learner programmes that are offered.

P10 The library/self-study room is a bright, generous and comfortable space for students. Materials are well organised and clearly labelled, and noticeboards and information sheets provide additional ideas for self study.

P12 At the time of the inspection, there was no policy in place for the review and development of resources.

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 A rationale was accepted in the context of this inspection for a teacher whose overseas qualification could not be verified as the equivalent to Level 6.

T3 The teaching team has a very good range of experience and knowledge for the courses offered. Continuing professional development (CPD) activities are planned to address any areas of development identified within the team.

T4 The academic management team is firmly established and well qualified. They have extensive experience appropriate to the full range of courses offered by the school. The principal is also TEFLQ.

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

Comments

T5 The DoS has an in-depth knowledge of the teaching team's skills and experience and classes are allocated accordingly. Teachers are provided with opportunities to gain experience in new courses by being paired with a more experienced member of staff.

T9 Teachers at the focus group commented that they felt very supported by the academic management team who are always available to offer support and guidance. Teachers' lessons are covered should they wish to take part in peer observations and they are consulted on plans for CPD.

T10 Regular observations of all staff take place and teachers commented positively on the opportunities provided for peer observations throughout the year. Observation feedback comments are constructive and supportive.

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.	Not met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not 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.	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 Information and guidance is available in the teachers' handbook for the fundamental aspects of course design for all courses with the exception of the young learners' programme. There is currently neither a separate syllabus nor age-specific materials available for teachers on these courses.

T13 Although students have access to the course outline in the coursebook and a weekly plan is posted on the e-learning app, this was not referred to by teachers and there was no evidence of daily objectives being presented to students during lessons.

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.	Strength
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.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T18 Regular in-class progress tests based on course content are conducted, as well as additional level tests every eight weeks for long-stay students. All test results are recorded on the e-learning app for student reference. Student tutorials provide further opportunities for one-to-one feedback on student progress.

T19 Procedures for changing class are made clear in the student handbook. Additional study support is available from the ADoS and there are useful guides in the self-study centre and on the e-learning app. The tutorial system allows teachers to provide personalised support and guidance for students.

T21 All students receive a certificate at the end of their course. These include their initial placement test score and detailed information about their progress in all skills, as well as an overall grade linked to the Common European Framework descriptors.

Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	All parts of the programmes offered during the week of the inspection including general English morning and afternoon lessons, examination, young learner and one-to-one classes.

Comments

None.

Teaching: classroom observation	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.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Teachers provided mostly clear models of spoken and written form, although there were occasional inaccuracies with both grammar and stress in weaker segments, as well as rather vague explanations of new lexis. However, in stronger segments very good attention was paid to parts of speech, word stress, phonology and differences between UK and US English.

T24 All teachers provided thorough class profiles and it was clear that the cultural backgrounds of students were taken into account in preparing lessons and materials.

T25 Lesson plans were well staged and followed a logical sequence of activities. However, it was not clear how students were made aware of the objectives or outcomes of the lesson.

T26 A wide range of techniques was observed in most lessons including nomination, elicitation, prompting, gesture and mime, drilling and concept check questions. In isolated examples, however, there was little evidence of this, with open questions to the class used throughout and a lack of concept checking.

T27 Technology was used competently and effectively in the majority of lessons. Handouts were of professional quality, often in colour, and boards were arranged well. Visuals aids were also used effectively. However, classes were very static and in an isolated example, poor instructions led to students being unsure of what to do.

T28 Feedback sessions were built into lesson plans and both on-the-spot and delayed correction took place. In better segments, good attention was paid to pronunciation, word order and parts of speech, and praise was offered appropriately. However, students were given little opportunity to self or peer correct and in an isolated case students' comprehension of complicated grammar was not always checked.

T29 Most lessons included short assessment activities and in better segments reference was made to previous learning and thorough checking of new language. There was, however, little evidence of differentiation activities despite it being included in profiles.

T30 Most teachers had developed a good rapport and students were mostly fully engaged in the lessons. In weaker segments the presentation of grammar was very teacher focused and overly complicated, resulting in students losing interest. Although most classes were rather static and involved few, if any, changes of student interaction, the majority of lessons were personalised, fun, and supportive and often genuine communication was taking place between students.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being satisfactory. Teachers demonstrated a good awareness of the language on the whole and lessons were well planned and staged. A good range of teaching techniques was observed and classroom resources were mostly utilised well. Feedback was generally appropriate and although classes were often very static, there was a positive atmosphere, students were engaged and motivated, and learning was clearly taking place.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

Comments

W1 Fire drills had not been carried out in accordance with the school's fire risk assessment, and records were incomplete. Security was compromised as the main door to the school and the back doors into the garden were not always locked, staffed or monitored. This allowed direct access to the building and the garden from the street.
W7 There is comprehensive information about aspects of UK life on the website, in the student handbook, on noticeboards around the school and on the school app. Student access to the app is checked at induction.

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.	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.	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 The accommodation provided is of a good standard. Homestays visited were comfortable and students benefit from excellent facilities and professional hosting.

W11 Accommodation systems are comprehensive and detailed records of initial inspection and re-inspection processes were seen.

W13 An early feedback form at the end of week one allows any accommodation issues to be raised and resolved quickly. Students in the focus group were aware of who to contact to report any accommodation problems and evidence was provided showing how issues had been dealt with quickly and efficiently. The hosts and the residence manager also reported that the school responded to issues quickly and professionally. A system of regular tutorials also allows staff to monitor student satisfaction with their accommodation and to respond to and resolve any issues if necessary.

W14 There is very clear and comprehensive documentation for providers about rules and terms and conditions. Evidence was provided to demonstrate that these are regularly reviewed and updated.

Accommodation: homestay only

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

None.

Accommodation: other

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.

Met

Comments

None.

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.

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.

Met

Comments

W23 The school provides comprehensive information about the leisure programme. There is a sample calendar of events on the website and several noticeboards around the school advertising cultural, social and sporting events and trips. This information is also advertised on the school app and the social programme coordinator promotes the programme in class and at lunchtimes.

W24 The programme aims to provide students with a bespoke and local experience as well as access to the usual London attractions. As a consequence, the programme was varied and evidence was seen of how it had been adapted to the age and interests of the students.

W26 The leisure programme coordinator provides detailed risk assessments for staff accompanying the students and also provides them with specific relevant information for each trip.

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

Comments

The minimum enrolment age is 14. At the time of inspection there were three students aged 16–17 and seven students aged under 16. At peak times approximately half of the students are aged under 18.

S1 There is a well-developed safeguarding policy written in clear and accessible language. The principal regularly networks with other principals to share good practice and to review and update the safeguarding policy and procedure.

S2 All staff in the school are introduced to the safeguarding policy at their induction, and are provided with appropriate training relevant to their role. The principal is the designated safeguarding lead and is appropriately trained as are the DoS and the ADoS. All other staff receive at least basic safeguarding training. Homestay hosts are also provided with basic training.

S5 Attendance at all classes is recorded and checked promptly and appropriate action is taken if any under 18s are absent. Under 18s are clearly identified by their lanyards so that staff can supervise them during break times and activities; appropriate ratios adhered to. Activities that are suitable for under 18s are clearly identified on the social programme.

S6 There are clear rules and guidelines provided to students, parents, hosts, activities staff and teachers appropriate to the ages of the students in the school and relevant risks assessments provided. Students at the focus group were very aware of these.

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	December 1982
Last full inspection	June 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	Teacher Training courses leading to externally validated qualifications. The Teacher Training department is shared between St Giles Highgate and St Giles London Central and was recently brought 'in-house' after the closure of the St Giles Educational Trust.
Other related accredited schools/centres/affiliates	St Giles London Central, Brighton, Cambridge and Eastbourne. St Giles UK Juniors.
Other related non-accredited schools/centres/affiliates	St Giles Vancouver

Private sector

Date of foundation	1975 (St Giles Highgate) 1955 (St Giles Oxford Street)
Ownership	Name of company: St Giles Schools of Languages Limited Company number: 596651
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	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	68	108
Full-time ELT (15+ hours per week) aged 16–17 years	3	43
Full-time ELT (15+ hours per week) aged under 16	7	41
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	78	192
Junior programmes: advertised minimum age	14	14
Junior programmes: advertised maximum age	15	15
Junior programmes: predominant nationalities	German, Turkish, Japanese, Thai, Swiss,	French, Italian, Swiss
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–56	16–53
Adult programmes: typical length of stay	1–24 weeks (average 12 weeks)	1–40 weeks (average 7 weeks)
Adult programmes: predominant nationalities	Turkish, Swiss, Japanese, French, Brazilian	Swiss, Brazilian, Argentinian, Turkish, Japanese

Staff profile

	At inspection	In peak week: (organisation's estimate)
Total number of teachers on eligible ELT courses	9	20
Number teaching ELT 20 hours and over a week	9	

Number teaching ELT under 19 hours 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	1 maintenance (2 catering - café is run as an independent business)	

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 for a total of 5 lessons during the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	4
TEFLI qualification	5
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	9
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	38	8
Private home	0	0
Home tuition	0	0
Residential	14	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	0	2
Staying in privately rented rooms/flats	16	0
Overall totals adults/under 18s	68	10
Overall total adults + under 18s	78	

Points to be addressed

Points which must be addressed within three months

Welfare and student services

W1 Fire drills had not been carried out in accordance with the school's fire risk assessment, and records were incomplete. Security was compromised as the main door to the school and the back doors into the garden were not always locked, staffed or monitored. This allowed direct access to the building and the garden from the street.

Other points to be addressed

Management

M18 There is currently no system in place to ensure that staff are informed of any changes to long-stay students' contact details.

M27 Neither the website nor brochures included information that homestay accommodation offered is arranged by an agency at times.

Premises and resources

P8 There are no specific materials for young learner programmes that are offered.

P12 There was no policy in place for the review and development of resources.

Teaching and learning

T11 There is neither a separate syllabus nor age-specific materials available for teachers on the young learners' course.

T13 Insufficient reference is made to weekly plans and there was no evidence of daily objectives being presented to students during lessons.

T23 There were occasional inaccuracies with both grammar and stress in weaker segments, as well as rather vague explanations of new lexis.

T25 It was not clear how students were made aware of the lesson objectives or outcomes of the lesson.

T28 Students were given little opportunity to self or peer correct and students' comprehension of complicated grammar was not always checked.

T29 There was little evidence of differentiation activities despite it being included in profiles.

T30 In weaker segments the presentation of grammar was very teacher focussed and overly complicated, resulting in students losing interest. Most classes were very static and involved little, if any, changes of pairs or groupings.

Action plan

It is now a requirement of M7 that an Action plan showing progress on all points to be addressed is submitted with the Annual declaration in the year following an inspection.

Following a review of this requirement, we are piloting a change to six months from the date of the committee meeting at which the report was considered. Therefore, your action plan must be sent to the Accreditation Unit by 7 June 2023. However, action on any points to be addressed with a specific earlier deadline must still be submitted by the deadline given in the results letter.

Once submitted the Action plan should be kept up to date (but not submitted unless requested) ready for future inspections.