

Organisation name	Padworth College, Reading
Inspection date	1–2 May 2018

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 S1 and S4 have been addressed.

Summary statement
<p>The British Council inspected and accredited Padworth College in May 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 www.britishcouncil.org/education/accreditation for details).</p> <p>This private boarding school offers residential courses in general English and other academic subjects for under 18s.</p> <p>Strengths were noted in the areas of academic staff profile, learner management, teaching, care of students, accommodation, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Padworth College is an independent co-educational boarding school established in 1983. It offers a curriculum leading to (I)GCSE and A level examinations in a range of subjects, and a one-year business foundation course leading to university entry. Approximately 25 per cent of the students are from the UK, and 75 per cent are international students. Students are aged between 13 and 18, with a small number of 18 year-olds becoming 19 or 20 while on two-year A level courses. Almost all students are boarders, and this includes all the students on EAL courses.

A new head of EAL was appointed in August 2015, and is a member of the college senior leadership team (SLT). He heads a department of three teachers, and has a regular teaching timetable of 19 hours. He is also the college designated safeguarding lead (DSL).

The current principal, in post since 2013, is due to retire in summer 2018, and a new appointment has been made for the academic year starting September 2018.

In addition to the EAL provision during the academic school year, the school outsources the running of a four-week English language summer school in July to Oxford Spires Language School, an accredited provider.

The inspection took place over one and a half days. The inspectors talked to the principal, the deputy principal, the head of English as an additional language (EAL), the business manager, the head of admissions and marketing, the boarding administrator, the housemistress, the housemaster and the assistant housemaster. Focus group meetings were held with students and with teachers. One inspector visited the residential accommodation.

Address of main site/head office

Padworth College, Padworth, Reading RG7 4NR

Description of sites visited

The school is located in a rural setting ten miles from Reading. The school comprises a Georgian house with additional buildings nearby. The main house has offices for the management and administration, the library, the dining rooms and classrooms where the EAL classes take place. The additional buildings have classrooms, an IT room and boarding houses. The school is on a twelve-acre site which includes tennis courts, an open-air swimming pool, a gym and a games room.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 EAL provision offers full-time courses (12.5 hours per week) at three levels for students needing to improve their level of English before joining (I)GCSE or A level classes. At the end of the year students take external general English examinations. In-course support EAL classes are also offered for students taking GCSE or A levels, and IELTS preparation classes (four to five hours per week) for students as part of their A level or business foundation programmes.

Accommodation profile

The accommodation offered comprises four student houses on the college site, where all boarders are lodged on a full-board basis. There are three houses for boys and one for girls. Students aged under 18 are housed on a separate floor to students aged over 18. Each floor has shared toilets and showers, and each block has a common room with comfortable chairs and bean bags, as well as a basic food preparation area with a microwave, kettle, and fridge. One inspector visited three of the houses, including two of the boys' houses, as well as the girls' house.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals and values. Communication is good and student administration efficient. A few corrections were made to the website and now publicity gives an accurate picture of the school.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable environment for work and relaxation. A range of learning resources is available for all the courses offered, and guidance on their use is available.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. Academic staff are well qualified and experienced, and are given good support. Course design is clear, and learner management is efficient and effective. The teaching observed met the requirements of the Scheme. *Academic staff profile, Learner management and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for pastoral care, information and leisure activities are met well by an experienced and well-qualified team. Robust systems are in place for ensuring the security and safety of students both on site and on excursions, but further consideration needs to be given to school plans relating to dealing with any emergency off site. Accommodation is suitable and efficiently managed. *Care of students, Accommodation, and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. There is a detailed safeguarding policy and all staff receive appropriate training. However, the DDSL is on long-term sick leave and there is no suitably trained support for the DSL in place. Staff undergo suitability checks but two staff suitability checks are more than three years old. Supervision of students during lessons and activities, and outside scheduled activities, is good, with a number of procedures to ensure their safety.

Evidence

Management

Strategic and quality management	Met
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.	Met
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.	Not met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Not met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M1 The school's promotion of inclusion, and the importance given to the development of students' skills that will enable them to flourish in a global world, is expressed clearly on the website, and in handbooks produced for staff, students and parents. The senior leadership team (SLT) expanded confidently on the ideas underpinning the work of the school.

M4 Both formal and informal channels of communication work well. As well as emails, staff and parent handbooks and noticeboards, there are regular and frequent meetings, including those for EAL staff and boarding staff, and

regular assemblies with the students. Staff confirmed that they felt well informed.

M5 A full range of opportunities for students to give feedback is in place, including questionnaires, forums, house meetings, student leaders' meetings and surveys. Feedback is discussed and acted upon where deemed appropriate, but any action taken is not recorded.

M6 Feedback from staff is collected at appraisals and in meetings, and the SLT operate an open-door policy. Although feedback is discussed and action may be taken, the latter is not recorded.

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.	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.	Met
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

M9 Job descriptions are in place for all staff but are not discussed in appraisals, or reviewed in any other way.
M13 Procedures for the continuing professional development (CPD) of all staff are well established. First aid training has been provided for a significant number of staff, and safer recruitment training for the SLT. For safeguarding training see S2. Two EAL teachers have recently completed their diploma-level training, funded by the school. Regular CPD sessions are held for the EAL teachers, on areas for development often identified during observations.

Student administration	Met
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.	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.	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

M15 School staff offer a very personalised pre-arrival service, including comprehensive course information, advice to agents or parents, and an online interview with the student, the parents and the agent, if appropriate. During their courses students receive further individualised advice from their teachers and the head of EAL, and during tutorials.
M19 Student attendance is taken very seriously by school management. The missing student policy is clear, includes provision for involving guardians/parents in any instances of persistent unauthorised absence, and is reviewed annually. There is registration every morning and afternoon, and checks by the housemistress/master every night. Any absence is followed up immediately by boarding staff.

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.	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.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

The school's publicity comprises a website, a printed brochure and social media pages.

M22 The publicity materials give a full and accurate picture of the school, with clear descriptions and helpful photographs of all aspects of the student experience.

M24 The school advertises courses for students aged 13 to 17. At the time of the inspection 11 of the 32 students on EAL courses were aged 18 or 19 and, in one case, 20. Immediately following the inspection the maximum enrolment age was changed to 18 on the website, together with an explanation that some older students would be in school finishing two-year courses. This is no longer a point to be addressed.

M25 The approximate cost of optional trips and excursions not included in the course fees is not given. The cost of examination fees is also not given. Both sets of costs were added to the website during the inspection and these are no longer points to be addressed.

M29 The British Council logo, and not the Accreditation Scheme marque, is used on the website. This was corrected immediately following the inspection and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Met
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.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
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.	Met

Comments

P1 The main school building is spacious and offers a comfortable environment for students and staff. Maintaining a listed building presents challenges and the programme of renovation and refurbishment is ongoing. The roof is due for renewal this summer, which should address an urgent need for repair in the office of the head of EAL.

P5 Signage around the school site is clear. There are many noticeboards and display areas around the school, in areas frequented by the students, which are attractive and kept up to date with useful information. The EAL teachers have their own classrooms, and student work and useful information on posters is displayed.

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.	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.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent	Met

learning.	
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
P8 Teachers have access to a good range of resources which they can draw on to supplement the coursebook and workbook that every student receives. The additional resources include dictionaries, skills books, examination practice tests, games and reference books. The resources are well organised.	

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.	Strength
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 The EAL teaching team are all TEFLQ.
T4 The head of EAL is suitably qualified. He has several years' relevant teaching experience at the school, and abroad, as well as experience as an academic manager abroad prior to taking up the post in 2015.

Academic management	Met
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.	Met

Comments

T5 Teachers' perceived strengths, experience and preferences are taken into account when allocating classes. Any teacher who has attended examiner training for an external examination, for example, may be asked to co-teach to ensure every member of the team is given the opportunity to extend their teaching skills.
T9 Although the head of EAL has a regular teaching commitment, he is available in the staffroom every day to support his teaching team. Two teachers who had recently completed their diploma-level qualification spoke in very positive terms of the excellent support he had given them throughout. A weekly teachers' meeting takes place, which includes a regular teacher development focus, often led by one of the teachers.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	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.	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	Strength

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

Comments

T15 Study and learning strategies are an integral part of EAL courses, supported by the personal, social, health and economics (PSHE) lessons which all students attend. Every student has an independent learning portfolio, and regular homework to support classwork is recorded. The development of strategies for learning, recording and remembering new vocabulary was observed in classes.

T16 Students are given excellent opportunities to use their language outside the classroom. The head of EAL has developed useful links with local schools and every term students meet up and share experiences of their cultural backgrounds, for example, differences in food. Students join trips and excursions organised by the school, preparation for which is included in their class work.

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.	Met
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.	Strength

Comments

T19 Students receive excellent learning support on an individual basis. Student progress and performance is discussed at regular teachers' meetings, and followed up in monthly one-to-one tutorials. Tutorial records track each student's achievement in reaching self-study goals set.

T21 Detailed written reports are sent to parents every term with a record of each student's work, effort and achievement, progress, and future targets. Guidance is given for staff to ensure reports are presented professionally. Effort and achievement grades are emailed to parents at half term.

T22 The deputy principal is responsible for providing information and advice about higher education opportunities, and the school has helpful links to a number of UK universities. Students are guided carefully in their choice of subject, and are assisted in their choice of university by outside speakers visiting the school.

Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	EAL, IELTS

Comments

None.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Strength
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.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the	Strength

lesson.	
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.	Strength

Comments

T23 Teachers demonstrated a sound knowledge of the use of English and dealt competently and confidently with issues relating to structure, register and pronunciation. They gave clear explanations and used phonemic script appropriately, giving good models of written and spoken English.

T24 Lesson plans were closely focused on students' learning needs, and class profiles showed teachers' strong awareness of their students' aims and learning styles. Some lesson content took effective account of the cultural backgrounds of the students. Differentiation was planned for, and addressed sensitively in classes.

T25 Lessons were sequenced well, with realistic timings for activities, and some effective review of previous work covered was seen. Lesson outcomes were not always identified clearly enough.

T26 A good range of teaching techniques was seen, including skilful prompting, elicitation using pictures and gestures, concept-checking questions, careful nomination to encourage weaker students, and drilling to correct pronunciation errors.

T27 Teachers used classroom technology competently. Whiteboard work was well organised, handouts were relevant and well presented, and audio and video used to bring variety to the lessons. In some classes, seating arrangements were not ideal for small groups.

T28 Teachers used a range of correction techniques confidently, including encouraging self- and peer-correction, and taking notes for delayed correction after fluency activities. Correction of pronunciation, including incidental language which emerged during activities, was rigorous. All teachers were encouraging, and gave personalised feedback to students, especially when they had performed well in a challenging task.

T30 There was excellent rapport in all classes with students involved, and teachers supportive. Lessons were paced well to challenge and motivate the students. Humour was used to good effect, and there was a very purposeful learning atmosphere in every class.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory, with the majority of segments observed being very good or good. Teachers demonstrated a sound knowledge of English. Lessons were sequenced well, and content was focused closely on students' needs. A good range of teaching techniques was seen, and skilful use of resources brought variety to lessons. Correction and feedback was handled well, and students were fully 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 comprehensive policies and procedures in place, including regular fire drills and fire door checks, which are meticulously documented. The college also has a well-qualified health and safety manager. Students have access to their particular house with programmed fobs, which are timed so that access to accommodation during the day can be controlled. The doors are alarmed at night and a housemaster/mistress is always on site overnight.

W2 A crisis management policy is in place for emergency situations on the college site. However, the policy does not assess the risks of an emergency situation arising in the locality.

W3 Policies and procedures are in place to ensure appropriate care, and welfare is clearly central to the school ethos. This was evident from talking to both staff and students, where the benefits of weekly assemblies, house forums, student tutorials, and open door policies was clear. There is also a comprehensive handbook with details of staff to approach for support, and this includes an independent listener who lives locally.

W4 A full range of policies is in place, including clear expectations regarding behaviour. This reflects the centrality of tolerance and respect to the school's overall ethos, and a clear procedure for rewards and sanctions is in place to ensure the implementation of such policies throughout the school.

W6 The college has two mini-buses and at the beginning and end of each term students are taken to and from Heathrow Airport, and staff assist students with checking-in procedures. All new students are collected, as are many returning students, dependent on age and maturity. Where students are not collected, a local mini-cab service is used. All drivers are DBS-checked and well known to the school staff. As the majority of students are under 18, the school mediates between drivers and students by phone, so that drivers and students never exchange phone numbers.

W8 Health care is fully provided for with a part-time nurse on site (currently unwell but planning to return). In her absence the boarding administrator is responsible for securing and dispensing all prescribed medication to students. In addition, the majority of staff are first-aid trained, and the school has close links with a local doctor's surgery, with weekly time slots allocated.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
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.	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.	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 Bedrooms were of various sizes, but all were entirely satisfactory.

W10 Bedrooms and bathrooms are cleaned on a daily basis. Laundry facilities are available on site, and students are encouraged to take responsibility for their own washing, although assistance is given where needed. Linen is changed weekly and students are encouraged to make their own beds. The school sees this as part of the students' education and development.

W11 All accommodation is checked on a daily basis, and any matters requiring attention are communicated immediately to the site manager.

W13 Weekly house forums are held and all students are encouraged to attend and communicate any issues. House parents also live on site and are available 24 hours.

W15 The food sampled was varied and well balanced. Students confirmed that changes had been made in response to a recent food survey held at the college. All food allergies are clearly recorded and displayed in the kitchen and house office.

<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
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.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength
Comments	

W23 Information for all events is clearly displayed and, besides the range of excursions, students also have the opportunity to interact with local school children on termly exchange days.

W24 The college makes every effort to cater to the age and interests of their students. This includes recent options for paintballing, pizza nights and go-karting, as requested by different age groups.

W25 There is a dedicated team working on the leisure programme, ensuring that all events are well planned, risk assessments for new activities are prepared, and all other arrangements are made to ensure that the leisure programme is efficiently and safely managed.

W26 Detailed risk assessments are in place for all activities, and all staff are trained in first aid. Adequately equipped first aid kits are available for both on-site and off-site activities.

W27 The team responsible for leading the leisure programme are highly skilled and qualified; one has a degree in sports science, and two have extensive coaching experience.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Not met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met
Comments	

The majority of students are under 18s, with the youngest being 13 years old. The oldest student at the time of the inspection was 20 years old, but it is rare for a student of this age to be still at the school.

S1 Comprehensive policies and procedures for the safeguarding of students under the age of 18 are in place, and there is a named member of staff/designated safeguarding lead (DSL) known to all through handbooks, notices, and assemblies. The policy contains all the required components, including information on recognising abuse, and appropriate behaviour with students under the age of 18. However, there has been no deputy designated safeguarding lead (DDSL) in place for four months due to staff absence, and there has been no cover support for the DSL during that time. At the time of the inspection there was no return date for the DDSL.

S4 Recruitment procedures are in line with safer recruiting guidelines, including carrying out suitability checks for all staff. The Accreditation Scheme requires DBS checks to be renewed every three years; two of the EAL teachers currently have DBS checks dating from 2013.

S6 Suitable arrangements are in place for the supervision of students outside the scheduled programme, including detailed information regarding what students can do in their free time. There is a clear procedure for students wishing to leave the site for an extended period, such as a weekend, through a leave out procedure, which must be agreed and signed by parents and the principal. Permission for this is linked to behaviour and the academic performance of the student. Students wishing to leave the site briefly to visit the local shop are allowed to do so in pairs, and must sign in and out.

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	1983
Last full inspection	2014
Subsequent spot check (if applicable)	2015
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	(I)GCSEs, A levels and a business foundation course
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1963
Ownership	Name of company: Padworth College Trust Company number: 01154199
Other accreditation/inspection	ISI

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: May (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	11 students reaching 18/19/20 in final year of A level courses	11 students reaching 18/19/20 in final year of A level courses
Part-time ELT aged 16–17 years	15	15
Part-time ELT aged under 16 years	6	6
Overall total ELT/ESOL students shown above	32	32
Junior programmes: advertised minimum age	13	13
Junior programmes: advertised maximum age	18	18
Junior programmes: predominant nationalities	Chinese	Chinese
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	3
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	9	
Total number of support staff	9 + outsourced catering	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	

The academic manager is the head of EAL and he teaches 19 hours a week. This teaching allocation includes Pre-A Level EAL and Humanities, Sixth Form IELTS, PE, Access Business Studies and Access ICT.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	0
Holding specialist qualifications only (specify)	0

Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	3

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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	11	21
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	11	21
Overall total adults + under 18s	32	