

Organisation name	Buckswood St George's College, Hastings
Inspection date	14–15 March 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Recommendation

We recommend that accreditation be placed under review because the section standard for Care of under 18s was not met and there were weaknesses in Management, academic staff profile, and W1. Documentary evidence should be submitted within three months to show that weaknesses in W1 have been addressed, and an action plan showing progress in addressing weaknesses in Care of under 18s should be submitted within six months. The period of review to be ended by a spot check within 12 months focusing on Care of under 18s, Management, and academic staff profile.

Summary statement

The summary statement has been withdrawn and should not be used.

Organisation profile

Inspection history	Dates/details
First inspection	2013
Last full inspection	2013
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	GCSE A level courses; university foundation courses (UFC) in business management and international relations; London Academy of Music and Dramatic Arts (LAMDA) public speaking course.
Other related accredited schools/centres/affiliates	Buckwood School, Buckwood Overseas Summer School
Other related non-accredited schools/centres/affiliates	Buckwood schools in Nigeria and Georgia.

Private sector

Date of foundation	2001
Ownership	Buckwood St George's Company Number: 04236403
Other accreditation/inspection	N/a

Premises profile

Address of main site	7–9 Holmesdale Gardens, Hastings TN34 1LY
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	<p>Classrooms, offices and residential accommodation are all located in two adjacent converted Victorian houses in a residential area close to the centre of Hastings. Braybrooke House (9 Holmesdale Gardens) accommodates female students on the upper floor and male students on the ground floor. There is also one classroom and a student kitchen on the ground floor. Westwood House (7 Holmesdale Gardens) offers further accommodation for male students on the upper floor. Located on the ground floor are the school kitchen and dining area, a student room and student kitchen, an office, staffroom, library and three classrooms.</p> <p>Externally there is a large, hard-surfaced area where three mobile cabins are located. Two serve as classrooms and one is to be used as an office. It is intended to develop the rest of the external area into a multi-purpose sports/games pitch, but this is currently used as a car park.</p>

Student profile

	At inspection	In peak week: January (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	81	85
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	3	2
Full-time ELT (15+ hours per week) aged 16–17 years	4	7
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	11	11
Part-time ELT aged 16–17 years	13	14
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	31	34
Minimum age	16	16
Typical age range	16–19	16–19

Typical length of stay	1 academic year	1 academic year
Predominant nationalities	Chinese, Nigerian, Vietnamese	Chinese, Nigerian, Vietnamese
Number on PBS Tier 4 General student visas	17	19
Number on PBS Tier 4 child visas	8	8
Number on short-term study visas	2	2

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	6
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	1	
Number teaching ELT 20 hours and over/week	4	
Total number of administrative/ancillary staff	8	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	1
Certificate-level ELT/TESOL qualification (TEFLI)	3
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	1
Total	5

These figures exclude the academic managers.

Comments

The head of teaching and learning for Buckswood School and Buckswood St George's College (BStGC) is TEFLQ. The vice principal of academics at BStGC is TEFLI.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

16–17 year-olds are enrolled on adult courses. General English courses (which include IELTS preparation) run for 12, 15 or 20+ hours per week and can be taught in conjunction with A-level and university foundation courses. If there is only one student requiring a certain level of general English, they are taught on a one-to-one basis until they

can join an existing class. There was one student being taught on a one-to-one basis during the inspection.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	13	18
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s		
	13	18
Overall total adults + under 18s		31

Introduction

Buckswood St George's College (BStGC) is part of the Buckswood Education Group. It was previously known as Buckswood St George's. Buckswood School is a secondary school offering education up to A-level to international and home students. BStGC offers pre-university courses to international students aged 16–21. All BStGC students enrol on a residential basis, usually for a full academic year, with the intention of going on to higher education in the UK. Students enrolling on the university foundation and A-level courses are required to have a specified IELTS entry level. General English courses are either offered in addition to these courses or, for students with a lower than required level, as a full-time course.

The school can offer tailor-made courses to closed groups, but none has run since the beginning of this academic year. Holiday courses are offered to existing students in the short holiday periods between terms. Students can choose which courses to follow. Options include courses in leadership, rest and relaxation, LAMDA, general English, academic booster, IELTS preparation. During the summer the premises are taken over by another Hastings-based EFL school.

The inspection lasted one and a half days and a part day. Meetings with the owner of Buckswood Education Group (also principal of Buckswood School), the head of teaching and learning of both schools, and the public relations manager and human resources manager of both schools took place at Buckswood School. Other meetings with the vice principal of academics, the vice principal of welfare, the residential managers, the marketing and admissions manager and the head of domestic services took place at BStGC. One focus group meeting was held with the teachers and one with the students. All teachers timetabled during the inspection were observed. One inspector visited the residential accommodation.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 In the last six months there have been various significant changes in roles and the management structure. The principal left his post at the end of 2016 to become marketing and admissions manager and the director of studies left in November 2016. These roles were not replaced and two new vice principal roles were created. The vice principal of academics (VPA) has responsibility for the operational management of the academic department, as well as overall responsibility for the day-to-day running of the school. The vice principal of welfare (VPW) manages and oversees the welfare of the students and general maintenance of the premises. Both VPs are supported by and report to the Buckswood School principal and the head of teaching and learning (HTL). The new management structure was implemented in January this year and there has been a lack of continuity in some areas of academic management. It is too early to assess how effective these changes will be once fully implemented.

M3 There are job descriptions for all roles in the school. However, because many roles are still very new, some of the descriptions do not equate with responsibilities outlined in the organogram. Safeguarding responsibilities do not appear in job descriptions.

M4 Communication within the school, both informal and formal, is effective. There are regular meetings for teachers and pastoral staff. The VPs maintain a daily handover book and they have regular meetings with each other and with the principal and HTL at Buckswood School. All formal meetings are minuted.

M5 Appropriate and effective human resources (HR) policies and procedures are overseen by the HR department at Buckswood School.

M7 All staff receive an induction, for which there is a checklist. However, safeguarding procedures do not appear on the checklist.

M8 There is a policy for termly appraisals for residential staff and permanent teachers and appraisals at suitable intervals for other staff. However, there have been only two recorded appraisals since 2014. There is no observation policy for temporary teachers, apart from an initial observation within the first two weeks.

M9 All staff are directed towards online safeguarding training at the appropriate level and staff with pastoral care and domestic duties attend first aid courses, although there is only one person, who is not residential, on site with an up-to-date first aid certificate. See W1. The continuing professional development (CPD) policy states that teachers should be offered in-house training sessions throughout the year and that funding is available for them to attend external training. However no in-house training sessions have been offered since 2015 and there is little evidence of attendance at external events.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M12 Most of the enrolments originate from overseas agents who are well known to the school and can offer information and advice to parents and students. Booking procedures and financial matters are dealt with by Buckswood School administrators.

M13 The next of kin details are entered on the Buckswood School database, which is shared with BStGC. They are accessible at all times by residential staff.

M14 The student attendance policy is very clear and there are appropriate and effective sanctions in place.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M16 There were no points to be addressed from the last spot check inspection.

M17 The recent re-structuring has resulted in an overall review of policies and procedures in the school. Changes made to the timetabling of classes and the monitoring of attendance have been effectively implemented since January. Online and more frequent feedback from students and staff has been introduced. A start has been made on the development of a library within the school.

M18 Students are asked to provide feedback at the beginning of their course and towards the end of each term. Online surveys are also conducted throughout the term. Any actions taken are recorded.

M19 Staff are given questionnaires to complete on a regular basis. Recently these have become more frequent in order to gauge the effect of the re-structuring on the staff. Actions taken are recorded.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M22 Realistic expectations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity comprises a website, a brochure and a leaflet.

M22 Some information found in publicity is inaccurate and misleading. For example, 'Buckswood St George's College is newly refurbished', but this is not the case for most of the rooms in the school and residences; the 'large basketball court at the rear of the building which can be used for multiple sports activities' is currently used as a car park/site for additional mobile classrooms; and a 'full and varied Sport and Enrichment Programme' is found under Courses, but the free membership at the local sports' centre does not include any training or tuition.

M23 Clear descriptions are given of the English courses, including aims, objectives and assessment.

M25 The costs are generally clear. Activities arranged by BStGC are included in the course fees. However, regarding activities organised by the students, the brochure states 'At times these independent activities may be paid for by Buckswood St George's College'. It is not clear what this means.

M26 Publicity states that there are separate houses for male and female students. This was not the case at the time of the inspection when male and female bedrooms were on separate floors of the same house.

Management summary

The provision just meets the section standard. The management of the provision operates to the benefit of its students. The recent re-structuring has caused some lack of continuity and time is needed for it to be fully implemented and effective. Publicity is generally clear, but in some cases does not lead to realistic expectations.

There is a need for improvement in *Staff management*.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The creation of a library has meant that the reception area/teachers' room has now become a classroom. More teaching and office spaces were required as a result of this change and also because of the complexities of the timetable. Two mobile classrooms and one mobile office were brought in and are located to the rear of the school. Outside these there is a seating area with tables and benches. Both indoor and outdoor spaces offer an adequate and comfortable environment.

R2 There is an ongoing programme of refurbishment in both the school and boarding buildings. However, there are some areas that are looking quite shabby in both buildings.

R4 The student common room has a TV and pool/table tennis table and provides a good space for students to relax in. The school chef prepares nutritious and well-prepared meals which are served in the dining room and students can prepare their own snacks in their own kitchen.

R6 The teachers have a very small office area where the photocopier and resources are located. There is a table and a couple of folding chairs. Teachers use their classrooms to prepare work and meetings are also held in classrooms.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 The main courses use published textbooks as their principal resource. There is an additional supply of supplementary materials which teachers can use to supplement the coursebook.

R9 There is Wi-Fi within the school building and the three indoor classrooms have laptops connected to overhead data projectors. Teachers have received training in the use of this equipment.

R10 One of the rooms, previously a classroom, has been designated the school library and has been refurbished appropriately. As yet there are only sets of encyclopaedias, dictionaries and paperback books on the shelves. There are three laptops for student use, but plans to use the virtual learning environment designed and promoted by Buckswood School have not yet materialised.

R12 Plans for stocking the library are currently under consideration and there is a budget available to support this.

Resources and environment summary

The provision meets the section standard. The learning resources and environment support and enhance the studies of students enrolled with the provider, and generally offer a professional environment for staff.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T2 One teacher did not have an appropriate ELT qualification which meets Scheme requirements.

T3 The rationale provided was accepted within the context of this inspection because of proven and successful TEFL experience, coupled with the fact that an initial and further TEFL training programmes had been followed with reasonable academic inputs and teaching practice, even though they did not fully meet Scheme requirements. The teacher has also successfully completed a PGCE in further education.

T4 There are two members of the academic management team. The VPA, based at BStGC, is TEFLI and does not have three years' full-time relevant teaching experience. He previously worked for Buckswood School as an activities manager. The HTL, based at Buckswood School, is TEFLQ and a very experienced teacher and ELT teacher trainer. She has worked at Buckswood School in various academic management roles for many years. The criterion is not met as the VPA does not have three years' full-time relevant teaching experience.

T5 The VPA was appointed to his current role in November 2016 and the HTL assumed her supervisory academic role at BStGC in January 2017. The HTL supports and guides the VPA and is responsible for conducting the teacher observations, providing feedback and delivering in-service training for the BStGC teachers. The VPA is responsible for day-to-day academic administration of the school. He also observes teachers and conducts their appraisals under the supervision of the HTL.

The rationale provided was not accepted. It states that the HTL will visit BStGC once a week for three to four hours to meet with the VPA, to review the systems that are being implemented and to observe and give feedback to teaching staff. The HTL teaches 13 hours per week and is responsible for recruitment, observation, follow ups and appraisals for a team of 80 teachers at Buckswood School. Since January she has also been the designated safeguarding lead for the whole organisation. A recent safeguarding issue prevented her from maintaining the weekly schedule of support for the VPA.

The academic management structure is new and has not been fully implemented. The HTL has observed all teachers at the school, but it is not clear that she has sufficient time to provide the required level of academic management support at BStGC.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T10 Formalised support for teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T9 Students are normally enrolled at the beginning of the academic year or at the start of term.

T10 The HTL plans to draw up a development programme based on her observations of the teachers. There have been no formal in-house training sessions since 2015. Teachers reported that they support each other as much as possible.

T11 The observation policy states that all permanent teachers are observed at least twice during the academic year. Prior to December 2016, there are no records of any observations of teachers since February 2015. Under the new academic management team structure, the HTL has responsibility for observing teachers. Since December she has been able to observe all the current teachers. There is no evidence yet of follow up to any areas identified to work on or systematic action planning.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The course design is based on the Common European Framework of Reference (CEFR) syllabus, and an appropriate general English or IELTS preparation coursebook based on the CEFR descriptors is used.

T13 Teachers draw up a scheme of work on a weekly basis to suit the needs of their students and they are free to supplement or digress from the coursebook. Changes or supplementary resources are noted on a record of work after the lesson.

T14 Students can access the teachers' schemes of work on a shared computer drive, but as these are not intended for students they are written in language difficult for students to understand.

T15 Study and learning strategies appear in the chosen coursebooks and there is a section in the teachers' handbook 'Training your students' in which very useful ideas are given for encouraging students to take responsibility for their own learning.

T16 Courses do not include strategies to ensure students can develop their language skills outside the classroom.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 All students take a pre-course test to establish their IELTS level and then take a placement test on arrival at the school. If teachers feel the student has been incorrectly placed, their level can be changed.

T18 Students have regular tests throughout the term and the results of these are discussed during meetings with their teacher and in the weekly tutorial with the VPA.

T21 Weekly reports are entered on the school intranet to which parents have access.

T22 Most students are aiming to enter mainstream UK higher education when they leave BStGC. Students are offered advice and assistance from the VPA and additional support is available from Buckswood School.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	General English

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers generally demonstrated a sound knowledge of the use of English and gave clear explanations of vocabulary and grammar. They provided appropriate models of spoken and written English for the different levels being taught.

T24 Account had been taken of the profile of the class and teachers demonstrated an awareness of individual needs and sensitivity to cultural backgrounds. Problems had been anticipated and solutions were in place to deal with them. There was a clear relevance to course objectives.

T25 Lessons were carefully staged and the aims and objectives were clearly identified and stated in lesson plans. However, the aims of the lesson were not made known to students.

T26 A variety of appropriate teaching techniques was seen. This included good use of nomination, useful eliciting and allowing time for students to formulate their answers, and frequent reviewing and referring back to previous lessons. There was some useful practising of pronunciation.

T27 Overhead data projectors were used in some lessons, generally to display pages from the coursebook. Whiteboards were used to good effect in some lessons and model sentences were boarded for students to refer to.

T28 Monitoring and appropriate correction techniques were seen and included prompted self-correction and delayed feedback. Students were encouraged to reformulate incorrect language. Praising was used appropriately and helped to motivate students.

T29 Frequent references were made to previous lessons and learning. Students were allowed to prepare and present answers in their own time. Feedback to the class and further questioning by the teacher evaluated whether there was whole class understanding before progression to the next stage of the lesson.

T30 In the majority of segments seen, students were engaged and motivated and there was good rapport between the teacher and the students. However, in a few cases there was a lack of awareness that some students were not fully engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory with the majority being good. Lessons were well planned and relevant to the needs of the learners. There was a good range of appropriate teaching techniques and classroom resources were used competently. Feedback was appropriate and learning was evaluated effectively. In most cases students were fully engaged.

Teaching and learning summary

The provision meets the section standard. Teachers have appropriate qualifications, but the current academic management team is very recently formed and there is a lack of evidence regarding its effectiveness in guiding and supporting the teachers. Programmes of learning are managed to the benefit of students. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Academic staff profile*. *Teaching* is an area of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 The school and the adjacent residential accommodation are protected by four CCTV cameras, monitored at the registrar's office at his home nearby. The front door is open during the working day. An internal door is locked and visitors have to ring a bell to gain entry. However, during the inspection this internal door was left open and no member of staff monitored the entrance area. All other external doors are key coded, although a rear fire door is left open during office hours and intruders could gain entry unchallenged. Visitors sign in at the reception desk. Detailed buildings and fire risk assessments have been carried out. Fire evacuation procedures are set out on posters and in the student handbook. They are also explained at induction. Fire safety equipment is regularly checked. However, fire drills are not routinely held and there is no current fire drill log. No member of staff has had fire marshal training. There is no evidence that electrical equipment is checked for safety. Students are permitted to use their own cooking equipment in the student kitchen. This constitutes a significant hazard which needs to be addressed urgently. The school did not hold a Gas Safe certificate at the time of the inspection. This was provided shortly after the inspection. One day-time member of staff has a valid first aid training certificate. The school arranged for three residential members of staff to take a first aid course shortly after the inspection. All students live on site. They are checked in at 22.00 every night. Four members of staff live in the residences, of whom two have specific supervisory duties overnight.

W2 The VPW and the house mistress are responsible for the welfare of students and are available at mealtimes and during students' free time to provide support as necessary. Students are made aware of both their roles. Students can use their bedrooms for private religious observance. The school also provides taxis to take students to local places of worship on request.

W3 Students are informed at induction and in the student handbook that the house mistress is available to discuss students' personal problems. She organises two half-hour drop-in sessions every week when students can talk to her in confidence.

W4 The school has an appropriate policy statement on dealing with abusive behaviour. Notices draw students' attention to the policy and associated procedures. The school has a detailed Prevent policy which forms part of the employee handbook. The VPA has had training in the implementation of the Prevent strategy.

W5 The school emergency telephone number is included in the student handbook and is displayed in the residences. The VPW holds the emergency phone. In his absence the house mistress answers emergency calls.

W7 The student handbook gives information about local services and amenities. Students are given help and support with opening bank accounts and registering with the police. A notice in the dining hall sets out basic information on compliance with UK law.

W8 Students with minor ailments are referred to the local NHS walk-in medical centre. Those with pre-existing medical conditions are encouraged to register with a local GP. Students requiring emergency treatment are accompanied to the local hospital. Five healthcare assistants based at Buckswood School can be contacted to give medical advice if necessary.

Accommodation profile

Comments on the accommodation seen by the inspectors

All students are accommodated in the two residences at the school. The residence for male students, Westwood House, occupies one wing of the main school building. On the ground floor there are two rooms, on the split-level first floor there are 15 rooms and on the second floor a further four rooms. Of the 21 rooms, six have ensuite facilities and three of these rooms are currently allocated to staff. There is a mix of single and double rooms. Shower rooms and toilets are provided on each floor.

The residence for females is at Braybrooke House, adjacent to Westwood House. In this building there are seven rooms on the ground floor, five rooms on the first floor and two rooms on the second floor. Two rooms are currently allocated to staff. There is a student kitchen with fridge, microwave and kettle on the first floor. Most rooms are either singles or doubles, but there is also one triple and one quadruple. In both these rooms there are bunk beds. Shower rooms and toilets are provided on each floor.

At the time of the inspection more male students than female students were enrolled at the school. Rooms on the ground floor at Braybrooke House had been allocated to male students. A key code lock separated the ground and upper floors.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 Bedrooms in both residences are of an acceptable size and offer a basic standard of accommodation with adequate storage, desk space and light. All have standard single beds, apart from two rooms in Braybrooke House, which have bunk beds. Showers and toilets are sufficient for the number of students accommodated. There is a rolling programme of refurbishment. New showers have been installed in some bathrooms, but some old showers and sinks still need to be replaced. Some public areas are in poor condition. Students have free use of a washing machine and dryer; detergent is supplied free of charge. Bed linen is changed weekly.

W12 House managers compile a daily register of students in each residence. This is on display in both residences.

W15 Meals are served in the dining hall in the main school building. Food is freshly prepared by the chef and his assistant. Breakfast is provided on a self-service basis. Hot meals are provided at lunch and dinner every day. Inspectors ate lunch on both days of the inspection and found the food to be of a very good standard. Students reported that there had been some negative comments about the food, but these were quickly addressed and the service had much improved. Students also have their own kitchen where they can prepare their own food at any time during the day.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W22 Students are expected to tidy their own rooms. Students' rooms are cleaned twice a week; rubbish bins are emptied every day. Public areas are cleaned daily.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Students benefit from free membership of the local sports centre and swimming pool. However there is very little information about other amenities in Hastings or local events of potential interest to students.

W27 The school offers a programme of afternoon and evening activities, organised by the VPW and the house mistress. Activities include badminton, football, cinema, local walks, games evenings and cooking. Participation in the social programme is low and ways need to be found to encourage greater student involvement. Excursions to nearby tourist destinations such as Brighton and Canterbury are offered, but take-up is low.

W28 Risk assessments have been produced for all activities. A form is provided for organisers to confirm that the risk assessment has been read in advance of the activity, but this is not currently in use. There is therefore no evidence that risks assessments are working documents routinely referred to in order to minimise dangers to students during activities and excursions.

Welfare and student services summary

The provision just meets the section standard. Although students are well looked after by a committed management team, there are significant weaknesses in security and safety procedures. The needs of students for pastoral care and information are met. The residential accommodation is adequate, although some areas of each building are in need of refurbishment. The social programme is well organised, although the range of events offered needs to be reviewed in order to ensure that the needs and interests are taken account of.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

There were 31 students at the school at the time of the inspection, of which 13 were adults and 18 were either 16 or 17 years old.

C1 The school bases its safeguarding procedures on the safeguarding policy developed at the main school. This covers all required aspects of safeguarding, although the VPA, who is responsible for implementation of the policy in the school, is not named in the policy. The policy has not been developed to take account of the specific safeguarding issues arising at BStGC.

C2 The safeguarding policy does not form part of the employee handbook and is not mentioned in the induction checklist for new staff. A recently appointed teacher had not been made aware of safeguarding issues. The HTL became the designated safeguarding lead in January. She and the VPA have completed online specialist safeguarding training. The VPW and the house mistress have completed online advanced training. Some teachers and staff have completed basic training. The procedures currently in place do not guarantee that all staff are made aware of the school's safeguarding policy or receive appropriate training.

C3 The publicity includes a general statement on student welfare. The brochure states that students between the ages of 16 and 22 are treated as young adults, but there is no further information on any additional care or support

provided for under 18s. Parents are not required to sign a parental consent form.

C4 The school has a safer recruitment policy and the VPA has had training in this area. The head of HR is based at Buckswood School. All staff have been DBS checked. The school's current policy is to require suitability checks at least every five years. The head of HR was made aware during the inspection that it is best practice to require checks every three years. Staff records were checked. Records showed that one member of staff had not been checked for suitability for over six years. Immediately after the inspection a further check was initiated on this staff member. References are requested for all applicants but are not on file for all staff.

C5 There are sufficient staff to supervise the number of students enrolled, both on site and during off-site activities.

C6 There are no specific rules or guidance provided for under 18s, apart from the rule that they are not allowed to leave the school unaccompanied after 18.30. Students are allowed to leave the school during free time earlier in the day and are required to inform the VPW when they leave the premises and when they return. However, there are no rules about what they may or may not do when away from the school. Students under 18 can go away overnight or for the weekend after completing a form, but there are no effective systems in place to check where the student is going or to monitor the visit.

C8 Next of kin details are collected on the recently redesigned application form. Information is checked on arrival. In a few cases agents undertake to contact the parents in case of emergency. The school was able to obtain written confirmation that the agents would contact parents without delay in case of emergency.

Care of under 18s summary

The provision does not meet the section standard. An appropriate safeguarding policy for under 18s is in place. Senior staff have completed appropriate levels of training in safeguarding issues, but not all staff have been made aware of safeguarding procedures and their role in implementing them. Parents are not made aware of the level of care and support provided for under 18s. Safer recruitment procedures are specified, but suitability checks are not sufficiently frequent and references are not routinely obtained. There is a need for improvement in *Care of under 18s*.

Points to be addressed

Points which must be addressed before continued accreditation can be recommended

Care of under 18s

C1 The name of the person responsible for implementing the safeguarding policy at the school is not included in the safeguarding policy. The policy has not been developed to take account of the specific safeguarding issues arising at BStGC.

C2 A recently appointed member of staff was not made aware of the school's safeguarding policy and did not receive appropriate training. The procedures currently in place do not guarantee that all staff are made aware of the school's safeguarding policy or receive appropriate training.

C3 There is no information in the publicity on the additional care and support provided for under 18s. Parents are not made aware of support arrangements for under 18s and are not required to sign a parental consent form.

C4 DBS checks are not carried out with sufficient frequency. References are not routinely obtained for all new staff.

C6 There are no specific rules or guidance provided for under 18s, apart from the rule that they are not allowed to leave the school unaccompanied after 18.30. Students under 18 can go away overnight or for the weekend after completing a form, but there are no effective systems in place to check where the student is going or to monitor the visit.

Points which must be addressed within three months

Welfare and student services

W1 The front door of the school is left open during office hours; the entrance area is not continually monitored. The rear fire door in the main building is left open during office hours and intruders could gain entry unchallenged. Fire drills are not routinely held and there is no fire drill log. No member of staff has had fire marshal training. There is no evidence that electrical equipment is checked for safety. Students are permitted to use their own cooking equipment in the student kitchen. This constitutes a significant hazard which needs to be addressed urgently.

Points which must be addressed within six months

Management

M3 Many roles are still very new, and some of the descriptions do not equate with responsibilities outlined in the organogram. Safeguarding responsibilities do not appear in job descriptions.

M8 There have been only two recorded appraisals since 2014. There is no observation policy for temporary teachers, apart from an initial observation within the first two weeks.

M9 No in-house training sessions for teachers have been offered since 2015 and there is little evidence of attendance at external events.

M22 Some information found in publicity is inaccurate and misleading.

Teaching and learning

T4 The criterion is not met as the VPA does not have three years' full-time relevant teaching experience.

T5 The rationale given for the academic manager's lack of qualification and appropriate experience was not accepted within the context of the inspection.

T10 There have been no formal in-house training sessions since 2015.

T11 Prior to December 2016, there are no records of any observations of teachers since February 2015. There is no evidence yet of follow up to the more recent observations.

Other points to be addressed

Management

M25 Regarding activities organised by the students, the brochure states 'At times these independent activities may be paid for by Buckswood St George's College'. It is not clear what this means.

M26 Publicity states that there are separate houses for male and female students. This was not the case at the time of the inspection when male and female bedrooms were on separate floors of the same house.

Teaching and learning

T2 One teacher did not have an appropriate ELT qualification that meets Scheme requirements.

T14 Students can access the teachers' schemes of work on a shared computer drive, but as these are not intended for students they are written in language difficult for students to understand.

T16 Courses do not include strategies to ensure students can develop their language skills outside the classroom.

T25 The aims of the lesson were not made known to students.

T30 In a few cases there was a lack of awareness that some students were not fully engaged.

Welfare and student services

W9 Two rooms in the Braybrooke House residence have bunk beds. Some bathrooms and toilets in the residences are in need of refurbishment. Some public areas in the residences are in poor condition.

W26 There is very little information for students about amenities in Hastings or local cultural events.

W27 Participation in the social programme is low. The provision needs to be reviewed to ensure that is meeting the needs and interests of the students.

W28 Procedures to ensure that risk assessments are read in advance of each activity are not fully implemented.
