

Organisation name	Nab Cottage, Ambleside
Inspection date	11–12 July 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.	N/a

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Nab Cottage in July 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).

This small private language school offers residential courses in general English for adults (18+) and for closed groups of adults (18+).

Strengths were noted in the areas of premises and facilities, learning resources, course design, teaching, and leisure opportunities.

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

Introduction

Nab Cottage is owned and run by two partners, and aims to create an English language learning community within which participants can be truly immersed in the language. All students live, eat, study and socialise together, and only English is spoken at all times. In addition to morning classes based around humanistic and holistic principles, students from all classes meet in small 'spiral' groups at the beginning of each day, and on Mondays there are whole community activities designed to create a secure environment for communication and self-expression. Afternoon and evening activities, as well as shared meals, provide further opportunities for the community to gather and engage with each other.

The two partners run the school, dividing their focus so that one assumes most general management responsibilities, along the lines of a principal's role, while the other deals with academic management.

They are assisted by the maintenance manager/chef, the leisure and welfare co-ordinator, who also teaches, and a team of volunteers including the head of housekeeping. Additional teachers, often returners, join the team as required. Students also take turns to help with preparing, serving and clearing at mealtimes.

The inspection lasted one and a half days and involved two inspectors. Meetings were held with the principal/partner, the academic manager/partner, the maintenance manager/chef, the head of housekeeping, and the leisure and welfare co-ordinator.

Focus group meetings were held with teachers and students. Both inspectors observed a morning 'spiral' group session. One inspector observed part of the afternoon programme for activating language and inspected the residential accommodation. All teachers timetabled during the inspection were observed by each inspector.

Address of main site/head office

Nab Cottage, Rydal, Ambleside LA22 9SD.

Description of sites visited

Nab Cottage is a historic building opposite Rydal Water in the Lake District, set in its own gardens, with a busy road in front and backing on to fields and hills behind. Outside there is a range of places for relaxing and eating, as well as ample parking space.

The main house - the original cottage - is accessed through the front door and the hallway leads to a sitting room, two dining areas, one of which is also the piano room, the directors' office, and a large kitchen, all on the ground floor. Upstairs there are 10 bedrooms, tea and coffee making facilities, and shared bathroom facilities for those rooms which are not en-suite.

Next door to the cottage is a large converted barn, which can be reached through the kitchen, the piano room or the gardens. This houses two classrooms downstairs, one of which is also the library and self-access area, and one upstairs, which leads out to a terrace.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input 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 checked="" type="checkbox"/>	<input checked="" 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

Courses are for adults (18+) only and under 18s are never accepted. An open-enrolment general English course runs for eight weeks in July and August, as well as a one-week experiential English course for teachers in July. Both these programmes were running at the time of the inspection. A one-week personal transformation in English course is offered in April, and a two week English with yoga and mindfulness course in August/September. Closed group courses are run on request at other times of the year.

Accommodation profile

Fully catered, residential accommodation is offered on the premises. There are 10 bedrooms, seven of which are en-suite. These can be offered with single or shared, twin occupancy. Rooms can be arranged in local guest houses or bed and breakfasts if requested or needed.

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, values, and publicity.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with an extremely comfortable environment for work and relaxation. A good range of learning resources is available, wholly appropriate to the age and needs of the students. Careful guidance on the use of these resources is provided for staff and students where needed. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile 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. *Course design* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students are offered a very good level of personal service and support throughout their course and are encouraged to take an active part in everything that the school and local environment offer. Students benefit from well-managed student services, including out-of-class activities and suitable accommodation. *Leisure opportunities* is an area of strength.

Safeguarding under 18s

No students under the age of 18 are accepted.

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

Comments

M1 The school's goals and values are clearly stated and are central in all aspects of the operation. The Nab Cottage ethos is known, shared and lived by everyone in the school.

M4 The personal and informal nature of most communication is entirely in keeping with the ethos of the school and is extremely effective as a result. Staff are well informed and engaged, and clearly aligned with the goals and values of the school.

M6 There are constant informal opportunities for staff to give feedback, as well as appraisal meetings and regular staff meetings. A number of staff commented on the responsiveness of the directors to their suggestions and comments and felt that their views are valued.

M7 A written review of the past year was provided with evidence of forward planning in response to the previous year's experience. No written self-evaluation against Scheme criteria was produced.

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.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not 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.	Met

Comments

M10 The majority of staff have worked with the school for a long time and/or are family members. Other staff are volunteers who are offered board and lodging. A number of teachers return regularly and there is the occasional new recruit. Although procedures appear to be appropriate, they are not available in writing, and there is no written recruitment policy.

M11 The induction process is informal, as appropriate to the size and character of the school, and only partially documented. However, it is extremely full and thorough, involving all staff and including health and safety briefings.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Not met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 Student perceptions of the approachability and helpfulness of staff are extremely high and feedback is consistently good.

M15 All enquiries and bookings are dealt with individually, allowing for comprehensive pre-course information and high levels of personal communication. Students also receive ongoing advice and information through tutorials and close day-to-day interaction and contact.

M16 The required information on refunds in case of visa refusal was not included in terms and conditions. This was added during the inspection and is no longer a point to be addressed.

M20 These conditions and procedures are covered with clarity and brevity, both in student handbooks and at induction for students. They are simple, agreed with students and in keeping with the school's values.

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,	Strength

accurate and accessible English.	
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	N/a
M27 Publicity gives an accurate description of any accommodation offered.	Strength
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

The school has a website and makes use of a range of social media channels.

M22 The main features of the provision are very clearly described with a range of photographs, all fully representative of the student experience.

M23 Information is well written in plain English. The website has been professionally translated into 9 key languages.

M27 Accommodation is very clearly described in a dedicated area on the website, with photographs and details of the actual rooms offered.

M29 Some reference to accreditation was not in line with Scheme guidelines. This was changed during the inspection and is no longer a point to be addressed.

Premises and resources

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

Comments

P1 Careful thought has been given to making the premises as welcoming and comfortable as possible, working with the character and style of the original cottage and barn. The school has retained the feel of a family home, so that there are ample areas for students to sit, eat and relax, including outside seating areas and gardens. Premises are well maintained and very clean throughout.

P2 The classrooms are spacious and quiet, with good natural light and ventilation, and were cool during the inspection despite very hot weather. All have a seating area with table and whiteboard but also a relaxed area with soft furnishings so that different groups and activities can be catered for.

P3 There are numerous welcoming spots for gathering, relaxing and chatting, both inside and out, encouraging both reflection and socialising.

P4 Drinking water and hot drinks are freely available and students can access them at any time. A range of appetising and nutritious food is prepared by the chef daily, and likes and dislikes can be taken into account.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
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 learning.	Strength

P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
P7 Learning resources are well organised and there is wide range of up-to-date learning materials appropriate to the programmes offered, including a good range of photocopiable materials and reference materials for students, and materials to enable teachers to respond to individual and group needs and learning styles.	
P8 Teachers have access to a very good range of materials with which to create their programmes. A laptop and photocopier are available, and reliable Wi-Fi provision is freely available to staff and students.	
P11 A weekly guided study session is held in the library to encourage and monitor full use of the range of materials available there. Students are shown the resources, which are all clearly organised and labelled.	

Teaching and learning

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

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

T8 Continuous enrolment is actively dealt with. Dinner on Sunday evening offers an opportunity for new and continuing students to eat and socialise together, and every Monday the whole school community comes together and is involved in a range of activities which aim to establish a secure environment in which everyone feels free to express themselves in English. Classes begin on Tuesdays. Individual tutorials take place every week.

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

outside the classroom and benefit linguistically from their stay in the UK.

Comments

T11 Courses are designed according to clearly stated principles, which are communicated to teachers and students. Materials are matched and adapted to these principles as necessary. Courses are driven by the same principles and based around weekly themes, rather than a coursebook.

T13 Course content and plans are arrived at in consultation with students, so that they are always aware of, and in agreement with, what is to be covered. This is sketched out informally at the end of each week for the week to come.

T14 'Spiral' sessions each morning involve the whole school and focus on topics for discussion in small groups and allow students to connect with each other as well as with ongoing weekly themes and language areas. In addition, Mondays are given over to whole community sessions, with the aim of creating a safe and secure atmosphere for personal expression and building communication, as well as supporting students in the English-speaking environment of the school.

T15 Tutorials and personal learning plans provide individual guidance and support in this area, as well as the weekly guided study sessions.

T16 The school successfully creates a language learning community in which only English is ever spoken. As a result, course content is automatically integrated with the immediate and wider environment through work in class, out-of-class activities, and day-to-day community life.

Learner management

Met

T17 There are effective procedures for the correct placement of students, appropriate to their level and age.

Met

T18 There are effective procedures for evaluating, monitoring and recording students' progress.

Strength

T19 Students are provided with learning support and enabled to change courses or classes where necessary.

Strength

T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.

N/a

T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.

Met

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

N/a

Comments

T18 Students have weekly one-to-one tutorials with a teacher. A personal study plan is designed so that individual progress can be monitored. Tutorials are also used for allocating resources for independent study.

T19 In addition to tutorials, students benefit from a generous amount of time with teachers on a one-to-one basis or in small groups, as well in the wider residential context of the school community. This allows for high levels of support to help all students achieve their targets.

Classroom observation record

Number of teachers seen	4
Number of observations	6
Parts of programme(s) observed	All

Comments

Each teacher was observed by each inspector; two teachers were team-teaching and were therefore observed together.

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.

Met

T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.

Met

T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.

Strength

T27 Teachers promote learning by the effective management of the classroom environment and resources.

Met

T28 Students receive appropriate and timely feedback on their performance during the lesson.	Strength
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 showed sound knowledge of linguistic systems, and provided clear models, both spoken and written, which often included parts of speech, phonetic script and stress marks. Some particularly clear and concise explanation was observed, with relevant examples.

T24 Lesson plans were not always sufficiently specific about individual learning needs and how to accommodate them; however, materials, topics and activities were extremely appropriate, and teachers were sensitive to learners needs as they arose.

T25 Lessons were appropriately staged with relevant teaching aims, although these were not always expressed as student outcomes.

T26 Teachers made confident use of a good range of teaching techniques as needed, including appropriate elicitation, prompting and concept checking.

T28 Teachers demonstrated consistent error correction and were able to employ a good range of correction techniques including encouraging peer- and self-correction, as well as providing praise encouragement. There was evidence that error correction was an integral part of lesson planning.

T30 Teachers' knowledge of individuals' lives and experience was in strong evidence at all times, and lessons were extremely person centred. There was a good balance of student-student and teacher-student talking time, clear instructions, appropriate pacing and good variety of activity and interaction. Learners were totally engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to good, with the majority being good. Knowledge of the linguistic systems of English was sound, and teaching included helpful attention to aspects of phonology. Lesson content was highly relevant to the needs of the students and led to relevant learning outcomes. In all lesson segments observed, techniques were varied and appropriate, and students were deeply engaged. High levels of feedback were generally provided, and teachers' knowledge of and sensitivity to students contributed to the extremely positive and purposeful learning atmosphere.

Welfare and student services

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

Comments

W3 Students receive a very good level of care. The leisure and welfare co-ordinator, the principal/partner, the academic manager/partner and the maintenance manager are always available and trained in a variety of aspects of counselling and coaching. The leisure and welfare co-ordinator holds specific weekly sessions when students can arrange a meeting to discuss any problems or concerns. There are ample spaces both inside the house and in the gardens for private meetings.

W4 There are very clear policies, which reflect the ethos and attitude of the school towards inclusivity, tolerance and respect. These are made known to students during their induction and are posted on the main noticeboard. These values are incorporated into the content of some of the activities.

W6 Every booking is handled individually by the principal. This will include agreeing and making travel arrangements to suit the requirements and requests of each student, from their point of entry to the country, to the school. Whenever possible, where taxis are required, sharing between students is arranged.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
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 Students have a choice of indoor and outdoor spaces to relax in. A hot tub and sauna are available. The dining room tables are arranged to seat small groups together, to encourage meal time conversations. Seven of the ten bedrooms are en-suite and the rooms without have satisfactory, shared bathroom arrangements. All the rooms have ample space for hanging clothes and storage. If required suitcases are stored elsewhere.

W13 Students have the opportunity to give individual feedback at the weekly pastoral sessions or in tutorials. There are also opportunities for giving feedback during the opening circle on the first morning. Any issues or problems raised are dealt with quickly. However, actions taken are not always recorded.

W15 Students receive two cooked meals a day and breakfast. On a Saturday, students are given a packed lunch. All the meals are prepared by the cook onsite, using locally-sourced, organic ingredients whenever possible. The meals are nutritious, varied and of a very good quality. Students are extremely positive in their feedback about the meals.

<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.	Met

Comments

The applicable criterion in this area was fully met.

Leisure opportunities	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength

W25 Any leisure programmes are well organised and sufficiently resourced.	Met
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 Students are given a wealth of information about local places of interest and events and they are encouraged and helped to organise trips with each other outside the arranged leisure programme. They are assisted with booking any tickets and making itineraries if necessary.

W24 There are daily events on the social programme. These are varied and chosen to suit the composition and requests of the groups each week. They include guided walks, swimming in the lake, drumming, yoga, singing, film nights and parties.

W27 Specialists are invited into the school to lead some of the sessions. The excursions, particularly the walks, are led by experienced members of the team.

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	1996
Last full inspection	2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1983
Ownership	Name of company: Nab Cottage Partnership
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	N/a

Student profile	At inspection	In peak week: August (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	14	17
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	14	17
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	28–65	28–65
Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	Spanish, German, Swiss, Japanese	Spanish, German, Swiss, Japanese

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	1	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	3	

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 was teaching for 20 hours during the week of the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	3
Holding specialist qualifications only (specify)	N/a
Qualified teacher status only (QTS)	N/a
Teachers without appropriate ELT/TESOL qualification	N/a
Total	4
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	0	N/a
Private home	0	N/a
Home tuition	0	N/a
Residential	14	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	N/a
Staying in privately rented rooms/flats	0	N/a
Overall totals adults/under 18s	14	0
Overall total adults + under 18s	14	

Points to be addressed

Management

M7 No written self-evaluation against Scheme criteria was produced.

M10 There is no written recruitment policy or procedures.

M11 The induction process is only partially documented.

Teaching and learning

T24 Lesson plans were not always sufficiently specific about individual learning needs and how to accommodate them.

T25 Lesson aims were not always expressed as student outcomes.

Welfare and student services

W13 Actions taken in response to student feedback on accommodation are not always recorded.

Action plan

It is now a requirement of M7 that an Action plan showing progress on all points to be addressed is submitted with the Annual declaration in the year following an inspection. Please submit this to the Accreditation Unit by 15 February 2019. [Action on any points to be addressed with a specific earlier deadline must be submitted by the deadline given in the results letter.]

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