

Organisation name	Absolutely English Young Learners, Sherborne, Dorset
Inspection date	22 - 24 July 2014

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 checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation.

Publishable statement

The British Council inspected and accredited Absolutely English Young Learners in July 2014. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/accreditation for details).

This private language teaching organisation offers residential courses in general English for under-18s.

Strengths were noted in the areas of staff management, quality assurance, premises and facilities, learning resources, academic management, care of students, accommodation, leisure opportunities and care of under 18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	July 2005 (as Absolutely English Juniors Ltd)
Last full inspection	July 2010 (as Absolutely English Juniors Ltd)
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 schools / centres /affiliates	None
Other related non-accredited activities (in brief) at this centre	None

Private Sector

Date of foundation	2001 as English Immersion Summer Schools Ltd; 2004 as Absolutely English Juniors Ltd; Ultimate Holding Company - Absolutely Languages Ltd 2007
Ownership	Absolutely Languages Ltd
Other accreditation/inspection	N/a

Premises profile

Address of main site	Sherborne Girls, Bradford Road, Sherborne, Dorset DT9 3QN
Details of any additional sites in use at the time of the inspection <i>(location/normal use of site/when used/number of rooms used)</i>	None
Details of any additional sites not in use at the time of the inspection <i>(location/normal use of site/when used/number of rooms used)</i>	None
For inspectors' use: profile of sites visited	<p>Sherborne Girls is a girls' boarding school that was founded at the end of the 19th century and is located on the edge of the small Dorset town of Sherborne. It can accommodate up to 450 students on site and, although situated within walking distance of the town centre, has mainly a rural setting. The school owns a sports centre, which it opens to the public. This has a twenty-five metre six lane swimming pool, a fully equipped fitness suite, squash courts and a climbing wall. There is also a sports hall in the sports centre for a variety of sports activities including badminton. On the school campus there are a large number of tennis courts, two volleyball courts, football pitches, a floodlit AstroTurf hockey and football pitch, a dance and drama studio and an arts and craft room.</p> <p>Absolutely English Young Learners (AEYL) has an exclusivity arrangement with the school and has access to all of the facilities. There is also a medical centre where AEYL's welfare staff were based.</p> <p>Four boarding houses were used during the summer programme, with teaching staff being accommodated in a separate house from the students. Dining rooms were used in three of the boarding houses (one for juniors, one for teens and one for seniors) and all meals were provided on site.</p> <p>All AEYL's offices and work rooms were located along the ground floor corridor of the main teaching block and reception area. As well as a general office, teachers had their own work room and resource area. The administration team and activity staff had their own separate offices along the same corridor.</p>

Student profile	At inspection	In peak week (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL Students (eligible courses)	At inspection	In peak week (July)
Total ELT/ESOL student numbers (FT + PT)	133	138
Full-time ELT (15+ hours per week) 18 years and over	2	2
Full-time ELT (15+ hours per week) aged 16-17 years	39	37

Teacher development (excludes award-bearing courses)	<input type="checkbox"/>					
ESOL skills for life/for citizenship	<input type="checkbox"/>					
Other	<input type="checkbox"/>					

Comments

Students are divided into three groups: juniors (10-13), teens (14-15) and seniors (16-17). The ages specified relate to whether the students have reached these ages during the year in which the summer course is being run. However, two returning students aged 18 were accepted. In previous years, juniors and teens had been combined.

In 2014 the course ran from 6 July to 2 August. The minimum length of stay is two weeks, with most students choosing three weeks. In 2013 AEYL experimented with a five-week course but, for commercial reasons, decided to return to a four-week course in 2014. In the final week of the course - the week after the inspection - numbers are expected to drop by 50 percent.

There are 23 hours of tuition per week, 15 hours of activities and six hours of performance workshops. There is also one half day excursion each Wednesday and two one-day excursions at the weekend for stays of longer than a week.

Optional one-to-one lessons are also offered at extra cost. A once-a-week exam skills class is offered instead of an activity.

Classes are divided into: active communication, core language skills, case study and essential English. On Friday mornings there is an enrichment programme where students are given the chance to experience other subjects (e.g. business studies, history, science and maths) through the medium of English.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay		
Private home		
Home tuition		
Residential	2	131
Hotel/guesthouse		
Independent self-catering e.g. flats, bedsits, student houses		
Arranged by student/family/guardian		
Staying with own family		
Staying in privately rented rooms/flats		

Introduction

At the time of the last inspection the course was being operated by Absolutely English Juniors Ltd which was a licensee of Ceran Lingua SA, a Belgian company, and ran courses based on Ceran's method of total immersion in English. This franchise agreement ended on 31 December 2010 and the trade previously carried on by Absolutely English Juniors Ltd was wound up and subsequently carried on by Absolutely English Young Learners (AEYL). At this time, the owners of AEYL also ceased operating a year-round school based in Warwickshire offering residential executive courses to adults, and decided to focus instead on its four week young learner programme at Sherborne Girls in Dorset, where they had been running courses since 2006. As AEYL they continue to offer an intensive highly structured programme and classroom teaching which is not based on course books but draws on the language produced by the students. Students continue to be encouraged to practise English both inside and outside the classroom with teachers and activity staff. However AEYL has developed its own distinctive approach to teaching and there is a weekly programme of 23 hours of lessons plus activities and excursions. AEYL aims to provide a safe, caring, highly-monitored English-speaking environment where children are kept busy from morning until bedtime in lessons and activities where they have the opportunity to continue practising what they have learned in the classroom. Juniors and teens combine for the leisure programme but the seniors' leisure programme is separate.

There is no requirement for teachers to be involved in the activity programme.

The girls' school has had a long-standing relationship with the owners of AEYL. The school appreciates the care and monitoring of students by AEYL staff and few problems arise.

The inspection took place over two and a half days during the third week of the course when student numbers were high. During this time there were meetings with the centre manager and operations manager (the company owners), the deputy centre manager, the academic manager, the ADoS, academic assistant and two senior teachers, the welfare manager and welfare assistant, the offsite administration manager, the office manager, the sports and leisure manager and the activity leaders, and the girls' school facilities bursar. In addition, there were separate focus group meetings with the teachers, the juniors and teens students combined and the seniors students. One inspector visited the onsite residential accommodation and inspected the activity programme. All teachers and all parts of the programme were observed.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The course is very well managed. A closely-knit team of five, including the owners, work year-round to prepare for the course and are on site when it is running.

M3 Job descriptions are up to date and accurately set out the roles of each staff member.

M4 Communication is excellent. The core team meet and video call regularly throughout the year. Meetings on site with teachers, administration and activity staff are frequent, thorough and minuted. Temporary teachers are emailed before arrival asking, for example, if there are any materials they would like the managers to get for them. Staff reported that communication was very good indeed.

M5 Human resource policies are clear and effective.

M6 Staff files were sampled and found to be well maintained. Original certificates are seen and copies signed, although two teachers had failed to bring original certificates as requested and were asked to sign qualifications declarations instead. References are routinely sought.

M7 Induction is excellent. Teachers are given three full days to introduce them to the teaching methods and make them aware of safeguarding issues. Activity staff receive a two-day training course. Teachers and activity organisers are 'buddied' with returning staff.

M9 Reviews of permanent year-round AEYL staff take place annually and training needs are identified through a staff satisfaction form. The company operates a 360 degree review system and has a company dictionary which defines desirable traits and behaviour. There is a clear continuing professional development policy for teachers stated in the teachers' handbook. Teachers commented that the whole course, with its approach, was a form of professional development that helped them improve their year-round work. As well as a thorough induction programme there are useful, practical workshops for teachers once a week.

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 type="checkbox"/>	
M13 Student records	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M13 95 percent of students come via agents, who provide AEYL with their 24 hour phone number. Contact details for parents or guardians are not always made available to AEYL at registration but are collected on arrival. The course managers have a phone application that allows them to find next-of-kin details on their mobiles.

M14 Attendance and punctuality are closely monitored, and records meticulously kept.

Quality assurance

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

Comments

M17 The inspectors were impressed by the company's commitment to continuing improvement based on self-evaluation and student feedback. During the course, managers keep a list of points to remember, which feeds into an end of course review and action plan for the following year.

M18 A first-week questionnaire is given to students to identify immediate problems. Students then complete a mid-stay questionnaire on paper and at the end of their stay, an online satisfaction form. The results in both are converted into statistics and form part of the annual review. The managers also conduct focus groups to tease out issues that students are reluctant to discuss in questionnaires.

M19 There is a company culture of regularly seeking and recording staff feedback. There is a range of questionnaires for teachers, asking, for example, about induction and likes and dislikes. There is also a staff feedback form for non-teaching staff.

M20 The complaints procedure appears in the AEYL terms and conditions, the students' handbook and is displayed in residences.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

Agents use both the brochure and the website as sources of information. Individual enquirers mainly use the website, which includes a very active blog.

M22 This criterion is met overall. However, the publicity says that the maximum age is 17 when two 18 year-old returners were accepted this year.

Management summary

The provision meets the section standard and exceeds it in some areas. The course is managed by an experienced, closely-knit team to the benefit of students and staff and in accordance with its publicity. *Staff management* and *Quality assurance* are areas of strength.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The premises comfortably house the AEYL's maximum number of students and provide a very attractive learning and activity environment for the children. The grounds are spacious, classrooms are large, and there are appropriate common areas. There is also attractive, well-appointed office space for course staff.

R2 The premises are refurbished frequently and decorated to a high standard and the gardens are well maintained. All parts of the buildings are spotlessly clean.

R3 All points in this criterion are well met although there was some traffic noise in a few classrooms when windows were open during the hot weather.

R4 There are three separate dining areas for juniors, teens and seniors, which helps with monitoring, information-giving and informal communication.

R5 Display areas are plentiful, and a few teachers used the space creatively and extensively for student work.

R6 Staff have several areas for meetings, relaxation and lesson preparation: the staff house, the resources room, a work room and resource area.

Learning resources

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

Comments

R7 There is a good supply of up-to-date learning materials. However, the provision could usefully differentiate between juniors, teens and seniors to make it easier for teachers to locate appropriate resources.

R8 Resources for teachers are plentiful, up-to-date and well managed. The stock includes teaching methodology and resource books, ELT journals and in-house materials. Teachers have access to photocopiers and printing facilities and computers are available.

R9 Classrooms are equipped with interactive whiteboards (IWBs) and laptops and temporary teaching staff are

given training at induction. Standard board templates for use on the IWB are made available to teachers. R12 Materials are reviewed annually. Older less used materials are discarded, the DoS attends conferences to look out for new materials, and teachers are sent an up-to-date inventory of resources before the course begins and asked if they would like anything added.

Resources and environment summary

The provision meets the section standard and exceeds it in some areas. The premises are large, well furnished and well decorated, and set in attractive grounds with a range of leisure facilities. Staff are provided with a very comfortable working environment and a very good range of materials and equipment. *Premises and facilities* and *Learning resources* are areas of strength.

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 checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T1 One teacher (the academic assistant) did not have a Level 6 qualification. The teacher concerned had other post-school non-ELT training and previous ELT experience and the rationale was accepted within the context of this inspection.

T2 One teacher did not have an ELT/TESOL qualification which meets the requirements of the Scheme.

T3 The teacher without an ELT/TESOL qualification had completed two modules of a DELTA and the rationale provided was accepted within the context of this inspection.

T4 The academic manager and the ADoS are both TEFLQ, with strong academic backgrounds (MA Applied Linguistics, relevant PGCE and TEFLI certificate) and extensive UK and overseas teaching experience. They are supported by the academic assistant who is TEFLI.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T8 The ADoS and a senior teacher are available for cover and when not covering have taught short lesson segments to classes to get to know the students in case they have to cover the class and to demonstrate different ways of teaching - for example, pronunciation.

T9 New students arrive on Sunday to be placed in classes on Monday morning. Each Monday from the second week there are two needs analysis forms: one for new students and one for continuing students. The aim of the evaluation and re-evaluation of students is to ensure that objectives and topics are relevant to everyone in the group. Ideas on integrating new students into existing groups are given during training.

T10 Teachers receive a three-day induction programme and there is a 'buddy' system for new teachers. As well as formal observations, academic managers conduct ten-minute drop-ins to help inform Wednesday afternoon training sessions. These practical training sessions include topics such as teaching listening and sharing one's best ideas.

T11 The system of formal lesson observation is very strong and aims to promote reflective teaching. Before observations teachers complete a skills audit and agree with the observer on points of focus; observers use a very

useful observation form and the comments sampled were, in the view of the inspectors, well-judged; teachers complete a 'hot feedback' form reflecting on the lesson and finally the teacher and the observer agree a development plan.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The principles of course design are explained at induction and in the teachers' handbook. Courses are divided into active communication (speaking skills and grammar), core language skills (listening, reading, writing), case study (project work), essential English (functional language), and there is a Friday enrichment programme. Each class has a maximum of eight students. The overall aim of the active communication lessons is to build on the language the students know and can use. There are also good needs analysis procedures, and on-going evaluation was evident and students in the focus groups gave positive feedback. However, the approach is ambitious and risky for a summer course as so much responsibility is given to the teacher to prepare a needs-based series of lessons when many of the teachers have limited experience. Extra support is critical. The approach also demands a degree of student self-awareness and maturity not always associated with younger learners. During the inspection, in the main, teachers coped reasonably well with what was expected of them and there was as much support as could be expected, given the context. Also, students responded well to the approach. However, there were weaknesses in the teaching to do with clarity of learning aims and outcomes, and with content topics, particularly in the classes for younger learners.

T13 Course design is reviewed regularly and will continue to be reviewed, particularly as more younger learners are recruited.

T14 Course outlines are available in the student handbook and weekly objectives are placed on the classroom walls.

T15 The attention paid to learning strategies is impressive for a short summer course but more needs to be done on the recording and revising of vocabulary.

T16 Students derive benefit from their stay in the UK and good use is made of the UK environment. Lessons are linked to excursions and materials for these are available for teachers to use. Students in project-based lessons are encouraged to conduct interviews with, for example, school staff or local inhabitants. Teachers suggest ways on the student's report of continuing their learning after the course.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T17 New students are given an online test and asked to self-evaluate before arrival. They are then placed in provisional groups on Mondays and assessed orally. Students are moved if necessary for Tuesday's classes.

T18 The approach to monitoring students' progress is ambitious for a short summer course and, like AEYL's approach to course design, its success depends on the skill and experience of the teacher. New students are asked to self-assess on the Monday morning using the CEFR can-do statements and continuing students are given detailed feedback on their abilities. There are no mid or end of course tests. Teachers keep a detailed record of each individual student performance, using a number of checklists linked to the CEFR. Each student's initial and final CEFR levels are recorded on their academic report and oral feedback on progress is given at the end of their stay in an exit interview.

T21 Reports are partly in checklist format and describe in simple terms what the student has covered. Comments are gathered from all the teachers and a summary includes what the student needs to work on in the future.

Classroom observation record

Number of teachers seen	19
Number of observations	20
Parts of programme(s) observed	All, apart from one-to-one and exam skills lessons.
Comments	
Part of a case study lesson in the IT suite (a school newspaper project) was observed in addition to classroom observation.	

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers showed a reasonable knowledge of the linguistic systems of English but in the weaker segments observed there was evidence of poor understanding of the differences in register between written and spoken English. In most segments new words were written up without a context or useful information like word stress and word class.

T24 Most teachers were able to adapt their language to the level of the students and some showed they had planned for differentiation. In weaker lessons students were seen completing tasks at different speeds and quicker learners were left to wait for slower learners to catch up.

T25 Lessons are based on the perceived needs of an individual group, with a focus on oral production. In many cases, the focus was relevant and appropriate to the individuals in the group but in others the value of an activity was unclear. Some lessons were very well planned and clearly met the course objectives, but by no means all. Weaker lesson plans were sketchy and not well thought through, particularly in terms of aims and learning outcomes. In some junior classes too little attention was paid to the different needs – in terms of content and methodology – of younger learners.

T26 The best lessons were well-paced, coherent and purposeful and had a clear learning outcome. There was a good range of activities in most classes, although there was a lack of purpose and coherence in some weaker segments, with an over-reliance on an activity for its own sake.

T27 Teachers generally managed resources quite well and in some cases very well, including the use of teacher-produced materials, video clips and audio. In a few classes wall displays of student work and lesson support materials were excellent. In a few cases IWB work was not well planned with words written up in random fashion, rather than in ways helpful to students.

T28 A range of teaching techniques was observed, focusing mainly on encouraging oral production. Most teachers used nomination to encourage participation, and some elicited and prompted appropriately. Some teachers relied on asking for word definitions rather than concept checking and there were missed opportunities for correction of student language. Some teachers corrected well.

T29 In better lessons teachers set up purposeful and engaging interactive activities using clear instructions. Students worked well together and were focused on the task in hand. In weaker lessons instructions were unclear and unchecked and teachers over-focused on some students at the expense of the others.

T30 The rapport between teacher and students was good in nearly all classes and in some it was exceptional. The best teachers knew their students well and were able to anticipate problems. Some teachers drew upon their students' cultural background, during practice activities.

Classroom observation summary

The teaching observed met the requirements of the Scheme with all segments observed being judged at least

satisfactory, with many good and a few outstanding. In general, teachers showed good awareness of linguistic systems and lessons had been planned appropriately to meet the needs of students. However, more attention needed to be paid to register and the teaching of new vocabulary, and in some cases the aim and learning outcome of an activity. A range of teaching techniques and resources was seen with the main focus on developing oral production. IWB work was variable with some good but in too many classes new vocabulary was not written up in ways helpful to students. Most teachers were able to manage learning activities and interactions effectively but some needed to pay more attention to instruction giving. There was a generally positive atmosphere in all classes.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. There are few QTS teachers recruited on the team. However, teachers have appropriate ELT qualifications and are given very good support from an experienced management team. Course design is ambitious and aims to build on the needs of the students. Student placement is handled satisfactorily and procedures for the monitoring of progress are excellent. The teaching observed met the requirements of the Scheme. *Academic management* 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 The school operates in secure premises and all buildings are accessed with keypads or card entry systems. There are regular fire drills, appropriately managed, for both accommodation houses and classrooms. Risk assessments are in place for the premises.

W2 All staff are alive to potential problems and work as a team to ensure there is a wide range of known people, all introduced on the first day, to whom students can go and who know how to deal with or refer pastoral problems as appropriate. The centre manager is also proactive in identifying and pre-empting any issues.

W3 The welfare manager is the named person for personal problems, although students can approach any staff member. The welfare manager and her assistant are both first aid trained and work as a matron and a PE teacher respectively in other schools during term time. They are based in the medical centre, which is very quiet and welcoming, and offers excellent space for confidential conversation, peace and quiet and relaxation.

W4 The anti-bullying policy is well disseminated and it is spelled out very clearly, together with procedures, in the student handbook using age appropriate language and visuals.

W5 The emergency contact numbers appear on the back of student ID cards, which they are expected to wear or carry at all times. This rule is consistently enforced. The telephones are held by the owner directors, and there is an additional 24 hour contact number held by the welfare manager.

W6 Arrivals are grouped to minimise waiting times and there is a strong staff presence at the airport on both arrival and departure days.

Accommodation profile

Comments on the accommodation seen by the inspectors

Students are housed in four houses, all of which were visited. All are of a very good standard and in a good state of cleanliness and repair. Rooms in three of the houses are a mix of double, single and 'cubicles' – converted dormitories with doors and walls built around a bed and furniture to create a 'room', but still open above door level. Students share bathroom facilities, which are plentiful and very clean. Juniors are accommodated in the fourth, newly-built house, in rooms with four beds and en suite bathroom facilities. These are spacious and of a very high standard, and are laid out so that students have some privacy within the larger space. There are common areas in each house for relaxation where the timetable allows, as well as additional outdoor space. Students take their meals in the dining rooms in three of the houses.

Rooms are allocated based on ages, with girls and boys in separate houses or on separate floors with alarms. The two 18-year olds enrolled were housed separately from 16 year-olds and under. All houses have staff living in; a male and a female house parent, as well as managers and several more activity organisers (AOs). There are fire lists in every house, a regular laundry service and weekly room checks.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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	<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 checked="" 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 Services and facilities are of a very good standard throughout, especially the junior accommodation.

W11 A room audit is conducted at the beginning and end of each stay, and there are weekly room checks.

W12 Rooming lists act as fire lists and are posted in each house.

W14 Students have the formal opportunity to comment on accommodation as part of the mid-stay feedback, and at the end of the course, although any earlier problems are likely to be identified by house or welfare staff.

W15 Meals are of a high standard, food is appetising and there is a good variety of options. Students, particularly seniors, spoke positively about the food and the fact that special dietary requirements are well catered for.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 Rooms are regularly cleaned. General areas, including bathrooms, are cleaned daily and houses were spotlessly clean throughout.

W23 The welfare manager and welfare assistant both live in the medical centre and can provide first aid and basic care, supervise medication, and host students for short or longer stays, including overnight. The centre provides a useful quiet and secluded space for students who need it. There are good arrangements with a local doctor and the school is within easy reach of a hospital.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
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W24 Information and support	<input type="checkbox"/>	<input checked="" 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 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Information about events, activities and excursions is well known by all students because they form a part of the timetable. There is also a designated noticeboard outside the school office. Some classes also use such information as teaching material. There is an active school blog, which students contribute to, often about excursions or activities they have experienced.

W27 An exciting programme, with a wide variety of activities is available. There are three excursions weekly, two full and one half day, which are well organised and thoroughly prepared for.

W28 There are detailed risk assessments for all activities and excursions. These are updated weekly for sports activities. Staff are familiarised with them through induction and training. For all activity sessions there is a 'floating' AO.

W29 All activities are led by AOs who are recruited against a specific skills matrix and who have appropriate experience and/or qualifications as well as receiving induction and training. Where appropriate – for example, archery, fencing, rock-climbing – qualified instructors lead the activity, with an AO also present.

Welfare and student services summary

The provision meets the section standard. The welfare needs of students are clearly of paramount importance to the school, and *Care of students*, *Accommodation* and *Leisure opportunities* are all areas of strength.

Care of under 18s

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

Comments

C1 The school's safeguarding policy is clear and detailed and has been carefully put together with reference to various sources. It includes comprehensive safe recruitment checks, and forms a part of the staff handbook, together with guidelines and procedures.

C2 All staff in contact with under 18s are trained to Level 1 through an online course and certificates are on file. The DoS and one of the owner directors will complete levels 2 and 3 training in the coming year. All adults sign their agreement to guidelines and codes of conduct in the staff handbook, and these forms are kept on file.

C3 A double page in the brochure is devoted to a detailed description of the school's care of students and arrangements for their security and care.

C5 All staff are DBS checked and records of this are diligently kept and organised.

C6 Rules are clearly conveyed and reinforced regularly, and students evidently understand them. Students benefit from an impressive leisure programme, with teens and juniors organised separately from seniors, and led by experienced AOs. There is a high ratio of staff to students; group leaders are welcome to join in but do not have any responsibilities for activities or excursions.

C7 There are good ratios of staff to students in all of the houses. A high proportion of staff are first-aid trained and the welfare manager and assistant are on site at all times. Only one group leader was on site at the time of the inspection, and group leaders do not form part of the staff-student ratios.

Care of under 18s summary

The provision meets the section standard. The provision of safeguarding is of a high standard and arrangements for accommodation and leisure activities are comprehensive. A strong ethos of care for, and about students pervades the school. *Care of under 18s* is an area of strength.
