

Organisation name	Accord International Summer School, Head Office Manchester
Inspection date	18–21 July 2017

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

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

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W1, W28 and C1 have been addressed.

Summary statement

The British Council inspected and accredited Accord International Summer School (Accord ISS) in July 2017. 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/education/accreditation for details).

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

Strengths were noted in the areas of staff management, premises and facilities, academic management, and course design.

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

Organisation profile: multicentre**1. COLLATED DATA FOR WHOLE ORGANISATION (INCLUDING ELIGIBLE CENTRES NOT INSPECTED)**

Inspection history	Dates/details
First inspection	2009 (as ISS Ltd)
Last full inspection	2013
Subsequent spot check (if applicable)	2014
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) by this multicentre organisation	Paris Saint-Germain Football Academy England available at the four summer schools to international students as an optional activity and to British children.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2013 as Accord ISS (but ISS Ltd was founded in 2005)
Ownership	Name of company: Active English Academy Ltd trading as Accord ISS Company number: 06406862
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	Brook House, Suite 3D, 64–72 Spring Gardens, Manchester M2 2BQ
Addresses of centres offering ELT at the time of the inspection	Four Summer Schools: 1. Moira House, Upper Carlisle Rd, Eastbourne BN20 7TE 2. Rossall School, Broadway, Fleetwood FY7 8JW 3. Bethany School, Jarvis Lane, Curtisden Green, Cranbrook TN17 1LB, UK 4. Barnard Castle School, Newgate, Barnard Castle DL12 8UN
Addresses of any additional centres not open or offering ELT at the time of the inspection	N/a
Profile of sites visited	<p><u>Moira House, Eastbourne</u> Moira House is an independent boarding and day school for girls aged 2–18. Accord ISS hires the premises for six weeks in the summer. They have use of 12 classrooms in three separate blocks, including one room for quiet study. The main building consists of a reception area, office space, a teachers room, a meeting room, a lecture theatre for meetings and performances, and two computer rooms. Other facilities available to the school are a dance studio, a drama studio, an arts and craft room, a sports hall, an indoor swimming pool, and a sports field. The buildings are surrounded by gardens. One other school has limited use of the site at the same time as Accord ISS, but their presence did not have an impact on the Accord ISS students and staff. The residential boarding houses are all located on the site.</p> <p><u>Rossall School, Fleetwood</u> Rossall School is an independent boarding and day school for boys and girls aged 2–18. Accord ISS hires the premises for two weeks at Easter and four weeks in the summer. They have use of six classrooms, including one room for quiet study. There is a staff room for teachers and activity leaders, a hall for meetings and performances, a dining hall, a dance/drama studio, a sports hall, an indoor swimming pool, tennis courts, five-</p>

	<p>a-side football pitches and sports fields. They also have access to a private beach. Other organisations use the premises at the same time as Accord ISS, but their presence did not have an impact on the Accord ISS students and staff. The residential boarding houses are all located on the site.</p> <p><u>Head office</u> The Head Office is located in the centre of Manchester where the year-round school is located. There is a communal reception area with desks for each of the managers and administrators and two meeting rooms.</p>
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Student profile at peak at all centres	Collated totals in peak week: (24/07/2017): all centres
Of all international students, approximate percentage on ELT/ESOL courses	100
ELT/ESOL students (eligible courses)	
Full-time ELT (15+ hours per week) 18 years and over	15
Full-time ELT (15+ hours per week) aged 16–17 years	30
Full-time ELT (15+ hours per week) aged under 16	315
Part-time ELT aged 18 years and over	N/a
Part-time ELT aged 16–17 years	N/a
Part-time ELT aged under 16 years	N/a
Overall total of ELT/ESOL students shown above	360
Predominant nationalities	Italian, Chinese, French

Staff profile at peak at all centres and HO	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	29
Total number activity managers and staff	15
Total number of management (non-academic) and administrative staff	11
Total number of support staff (e.g. houseparents, matrons, catering)	4 welfare officers

Academic manager qualifications profile at peak at all centres and HO

Profile at peak: collated totals at HO and all centres	
Professional qualifications	Total number of academic managers
Diploma-level ELT/TESOL qualification (TEFLQ)	1 academic manager + 3 directors of studies
Academic managers without TEFLQ qualification or without 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category at centres inspected; inspectors may ask for rationales for academic managers at other centres)	1
Total	5
Comments	

There is a TEFLQ academic manager or director of studies at each of the centres. The academic manager at Moira House also oversees academic management at the other centres and, as she sometimes visits the other centres, she is supported at Moira House by a head teacher.

Teacher qualifications profile at peak at all centres

Profile at peak: collated totals at all centres	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	11
Certificate-level ELT/TESOL qualification (TEFLI)	12
Holding specialist qualifications only (specify)	N/a
YL initiated	N/a
Qualified teacher status only (QTS)	N/a
Teachers without appropriate ELT/TESOL qualifications (NB Rationales need to be prepared for teachers in this category at centres inspected; inspectors may ask for rationales for teachers at other centres)	N/a
Total	23
Comments	
None.	

Course profile (across all centres covered by this accreditation)

Eligible activities	Summer		Other times of year		Other - N/a	
	<i>Run</i>	<i>Seen</i>	<i>Run</i>	<i>Seen</i>	<i>Run</i>	<i>Seen</i>
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments						

All four centres run junior vacation courses in general English for 8–17 year olds, consisting of 15 hours of tuition plus an optional intensive English programme for groups or individuals. Students are usually classed in two groups: 8–12 and 13–17. In addition Moira House and Barnard Castle offer family courses, with parents taking an adult course and children taking a 'mini-Accordion' course for 3–5 year olds and from the age of 6. Independent adult students can also join the adult course. In 2017 this programme was running at Moira House but not at Barnard Castle.

2. DATA ON CENTRES VISITED

1. Name of centre	Moira House, Eastbourne
2. Name of centre	Rossall School, Fleetwood
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students, approximate percentage on ELT/ESOL courses	100	100				100	100			
ELT/ESOL students (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	11	0				15	0			
Full-time ELT (15+ hours per week) aged 16–17 years	9	5				9	4			
Full-time ELT (15+ hours per week) aged under 16	96	81				108	89			
Part-time ELT aged 18 years and over	0	0				0	0			
Part-time ELT aged 16–17 years	0	0				0	0			
Part-time ELT aged under 16 years	0	0				0	0			
Overall total of ELT/ESOL students shown above	116	86				132	93			
Junior programmes: advertised minimum age(s)	8 (Residential) 3 (mini-Accordions)	8				8 (Residential) 3 (mini-Accordions)	8			
Junior programmes: actual minimum age	3	8				3	8			
Junior programmes: advertised maximum age	17	17				17	17			
Junior programmes: actual maximum age	17	17				17	17			
Adult programmes: advertised minimum age	18	N/a				18	N/a			
Adult programmes: actual minimum age	18	N/a				18	N/a			
Typical length of stay (weeks)	2	2				2	2			
Predominant nationalities	French, Italian, Chinese					French, Italian, Chinese				

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres	1	2	3	4	5	1	2	3	4	5
Total number of teachers and academic managers on eligible ELT courses	10	6				10	8			
Total number of activity managers and staff	4	2				4	4			
Total number of management (non-academic) and administrative staff	5	4				5	5			
Total number of support staff (e.g. houseparents, matrons, catering)	1	1				1	1			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years relevant experience	1	1			
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category at centres visited)	1				
Total	2	1			

Comments

There is a TEFLQ academic manager or director of studies at each of the centres. The academic manager at Moira House also oversees academic management at the other centres and, as she sometimes visits the other centres, she is supported at Moira House by a head teacher.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	6	3			
TEFLI qualification	3	2			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	0			
Teachers without appropriate ELT/TESOL qualifications. (NB Rationales need to be prepared for teachers in this category)	0	1			
Total	9	6			

Comments

None.

Accommodation profile

Numbers at time of inspection: at centres visited										
	Adults					Under 18s				
Types of accommodation										
<i>Arranged by provider/agency</i>										
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	0	0				0	0			
Private home	0	0				0	0			
Home tuition	0	0				0	0			
Residential	0	0				71	85			

Hotel/guesthouse	0	0				0	0			
Independent self-catering e.g. flats, bedsits, student houses	0	0				0	0			
Arranged by student/family/guardian										
Staying with own family	0	0				0	1			
Staying in privately rented rooms/flats	11	0				34	0			
Overall totals adults/under 18s	11	0				105	86			

Centres	1	2	3	4	5
Overall total adults + under 18s	116	86			

Introduction

Accord Language Schools acquired International Summer Schools (ISS) in 2012 and became Accord ISS. ISS had been running summer schools since 2005 and was first inspected in 2009. Some of the centres initially used by ISS are still used by Accord ISS but new centres have also been added. The operation aims to maintain a presence in both the south and the north of England and has its head office in Manchester, where a year-round management, marketing and administration team are based. The year-round school at Accord Manchester has separate accreditation.

In 2017 four centres were offered at: Moira House in Eastbourne (2 July–12 August), Bethany Centre in Kent (9 July–5 August), Rossall School in Fleetwood (9 July–5 August) and Barnard Castle in Durham (2 July–12 August). The Barnard Castle centre was new for 2017. All centres offer residential courses for juniors aged 8–17. In addition, Moira House and Barnard Castle offer family courses and ‘mini-Accordion’ courses for 3–5 year olds. In 2017 this programme was running at Moira House but not at Barnard Castle. Students on the mini-accordion courses stay with their parents or legal guardians in privately rented accommodation.

The students on the core 8–17 year old courses receive a residential programme with 24-hour supervision, including 15 hours of taught lessons followed by organised activities and excursions. Students are mainly recruited from a range of countries through agents who work with Accord.

Since the last inspection the summer head office has been moved from Moira House to Manchester, where the year-round school is based. This gives easier access to the two northern schools and also allows appropriate oversight of the southern schools. A new academic manager was appointed in 2016 and is based in Moira House but also visits the other centres. The general manager, the operations manager and the academic manager make regular trips to all the centres before and during the courses.

There were two inspectors and the inspection lasted three and a half days. One day was spent at Moira House where meetings were held with the course director, the academic manager, the head teacher, the social organiser, the welfare officer, the administration officer and the domestic bursar of Moira House. One and a half days were spent at Rossall School where meetings were held with the course director, the director of studies (DoS), the social organiser, the welfare officer and the commercial operations manager of Rossall School. One day was spent at the head office where documentation was examined and meetings were held with the schools director, the general manager, the academic manager, the operations manager and the admissions manager. At both schools focus group meetings were held with the students, the teachers, the activity leaders and the group leaders. At both schools the residential accommodation in use at the time of the inspection was visited. All the teachers timetabled to teach at each of the centres 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 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 type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 There is a clear structure of management in place at head office, with responsibilities and lines of reporting made clear. Staff at the centres were aware of the different roles of key personnel. The operational structure at the centres is clear. Arrangements for covering roles are effective and known by the relevant staff, although they are not always documented.

M3 Job descriptions are available for all staff, at head office and at the centres. The job descriptions for centre staff are particularly detailed, with a full and practical description of their duties and responsibilities.

M4 Communication at head office, at the centres and between the senior centre staff and head office is very good. It consists of daily phone and email contact, visits to the centres by the operations manager, general manager and academic manager. Communication with the managers of the host schools (the domestic bursar at Moira House and the commercial operations manager at Rossall School) are excellent and include a daily meeting with the course director as well as regular contact with the operations manager at head office.

M5 Recruitment procedures are thorough. The comprehensive staff handbook gives information on key areas such as disciplinary and capability procedures.

M8 All staff are closely monitored and supported in their work. Formal appraisal and review takes place at the end of the course and includes a written report with grades for key criteria and space for a response from the employee. Teachers in the focus groups said they felt very well supported by the DoS and academic manager. The thoroughness of this approach not only benefits the member of staff but also allows the managers to assess how they can deploy and promote staff for the next year.

M9 The school actively promotes the continuing professional development (CPD) of its staff, as appropriate to the context of a summer school operation. There are weekly CPD sessions for teachers based on the needs of teachers as gathered through formal observations, drop-in observations and general monitoring. Several members of the non-teaching centre staff have been employed for the previous two or three summers and have been given a more senior role which acknowledges and encourages their professional development.

Student administration

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

Comments

M10 All staff at the two centres and at the head office were seen to be very helpful and courteous. Administration systems at head office, including computer equipment and software, were sufficient to meet the needs of the staff and evidence was seen of quick and efficient responses to enquiries and requests. The administrative staff at the host schools and the group leaders all commented on the approachability and efficiency of the Accord staff at head office and at the schools.

M13 Emergency contact details for students are held at head office and at the individual centres. There is 24-hour

access. One agent does not routinely provide these details, but an email was sent to the agent during the course of the inspection to inform her that this information must be provided.

Quality assurance

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

Comments

M16 There were no points to be addressed from the previous spot check. The spot check reported that all points to be addressed from the previous full inspection had been addressed.

M17 Individual centres submit reports on the summer school which are then used to assist planning for the next year. All staff, including course directors, are appraised and asked for feedback at the end of the course and this information is used to inform plans and improvements for the next year.

M18 Feedback questionnaires are completed by students on arrival and at the end of the course. The arrival questionnaire covers some key areas but does not include an opportunity to comment on their initial experience of the teaching. On both arrival and leaving questionnaires names were often not given and there was no written record of the forms having been looked at by a manager or of any action taken. For example, there were no recorded actions on some negative comments about the food, the lessons and the fact that there was too much supervision, although inspectors were told that they had responded. There was no evidence of the systematic collation of feedback.

M19 Feedback from staff is regularly sought informally throughout the course. A more formal procedure for gathering feedback takes place at the end of the course as part of the appraisal system. Evidence was seen of staff feedback forms from 2015 and 2016.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The main sources of publicity are a website and a brochure. The website is available in English and four other languages.

M21 The website and brochure are accurate and have been carefully edited. The website is easy to navigate with information linked to each centre. The brochure is simply and clearly designed and, along with the website, includes a useful 'Fast Facts' section which provides the basic information about each centre.

M23 The brochure and website give only limited information on the course content, objectives and levels. There is no clear distinction made between what an 8 year-old and a 17 year-old will be learning.

M29 The marque used by the school does not include the phrase 'for the teaching of English in the UK'.

Management summary

The provision meets the section standard and exceeds it in some respects. At both the head office and the individual centres the management of the provision operates to the benefit of its students and its staff. *Staff management* is an area 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<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 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 Both centres visited provide spacious classrooms, attractive gardens and grounds, in a good secure location. There is plenty of room for students to gather outside class time, either within the buildings or the grounds.

R2 The premises are in a good state of repair, cleanliness and decoration. Minor repairs and decoration can be carried out by the maintenance departments of the host schools.

R3 The classrooms are all of a good size and able to take the maximum number of students. They are adequately lit and ventilated and free from extraneous noise. The layout of furniture is flexible and sightlines to the board are clear.

R4 At both centres there are plenty of areas for students to relax, both outside and inside. There are suitable dining rooms; the dining room at Rossall is particularly large. Students are provided with three meals a day, included in the course fee. There is a good choice of food and special diets are catered for, with photographs of any students with special requirements given to the serving staff so that they can quickly be identified. Extra helpings are readily provided. Water is provided free of charge. Lunches sampled by the inspectors were nutritious and appetising.

R5 Signage around the schools is adequate. There are clear and attractive photoboards of staff members in the halls used for meetings. However, wall space in the classrooms is not used very imaginatively.

R6 Staffrooms are reasonably spacious and are shared by teaching staff and activity staff. They are big enough to allow for the daily teachers' meeting.

Learning resources

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

Comments

R7 Students have use of a range of materials appropriate to the courses they are following. They include online resources, videos, printed worksheets, extracts from coursebooks, and materials related to projects and excursions.

R9 Interactive whiteboards (IWBs), digital projectors and laptops are available. The technology in both centres worked efficiently and was used competently by teachers. On-site technical support is available.

R12 Teaching and learning resources are included in the end of course review and forward planning of all aspects of the operation.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises provide a professional and secure environment for both the students and the staff, and, together with the learning resources, support and enhance the studies of the students and their overall experience. *Premises and facilities* is an area 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 checked="" 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 checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T1 One teacher does not have a Level 6 qualification. A rationale was provided and accepted in the context of this inspection. The teacher has considerable relevant experience in the business and educational sector.

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

T3 The rationale for the teacher without an appropriate ELT qualification was accepted in the context of this inspection. She has followed an initial TEFL training programme which included academic input and case studies. She has experience relevant to her deployment in the school and is given appropriate monitoring and support.

T4 There is a TEFLQ academic manager or director of studies at each of the centres. The academic manager at Moira House also oversees academic management at the other centres and, as she sometimes visits the other centres, she is supported at Moira House by a head teacher.

T5 The rationale for the head teacher was accepted in the context of this inspection. The head teacher is TEFLI and is deployed appropriately in a support role.

Academic management

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

T6 Teachers are deployed on the basis of their experience with different age groups. Personal preference and the opportunity to provide teachers with professional development is also taken into account if possible. The pairing of teachers on the same class provides variety for the students and support for the teachers.

T8 Cover at Rossall and other centres apart from Moira House, is provided by the centre DoS. Another option is to combine classes with students distributed among other classes, but inspectors were told that this has not happened this year. There is limited cover available at Moira House if the academic manager is at one of the other centres, as the head teacher is timetabled to teach all morning.

T10 The school promotes the professional development of its staff. There are weekly teacher development sessions covering practical issues that have emerged during the course of the week. Every day the DoS goes through the lesson plans of each of the teachers and this is seen by both parties as having a useful developmental function. This approach to CPD is very effective for the summer school context.

T11 The group academic manager observes all teachers after two weeks. The observation addresses a number of criteria and includes a list of 'strengths' and 'suggestions for improvement'. There are also shorter observations carried out by the DoSs at the centres. Together with the formal observations and general observation, they are used to inform the content of weekly teacher development sessions.

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 checked="" 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 and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 design of the courses is very well thought out and meets the needs of the summer school students. Lessons cover reading, speaking, writing and listening with an emphasis on developing fluency and confidence within a supportive classroom environment. Materials have been carefully selected to support these aims. There is an effective balance of daily direction and guidance from the academic managers with an encouragement of teacher autonomy, within a clear framework of topic-based subjects and skills areas. Morning lessons and project lessons provide a logical flow and also offer variety.

T13 The academic manager reviews course design in the lead up to each summer. The current course approach (described in T12) has evolved over the previous four years as a result of changes introduced each year and in response to teacher input and a consideration of the needs of the learners. The review takes into account feedback from the academic staff and an awareness of developments in ELT methodology.

T15 Some attention is given to learning strategies for young students.

T16 The topic approach and use of project work linked to the excursions provides an opportunity for students to develop their language skills outside the class and continue such approaches once they have finished the course. At the end of their course all students receive a list of resources that they can access in order to continue improving their English when they return to their country.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input 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 There are separate placement tests for young learners and teens completed on arrival.

T18 Progress is monitored by the teachers. A progress check based on a short test on the work covered in the week, and giving a score out of ten, is recorded in the Friday lesson.

T21 All students are given a very useful written 'Teacher's Report' at the end of their course. It consists of a description of the course and individualised comments on the student's performance and progress in the areas of speaking, listening, reading and writing, plus a general description. The report is accompanied by a list of resources that the student can access after their course in order to continue improving.

Classroom observation record

Number of teachers seen	16
Number of observations	16
Parts of programme(s) observed	All

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

T26 Teaching techniques	<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 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers generally produced accurate models of spoken and written English appropriate to the aims of the lessons. There were occasional instances of non-standard pronunciation from the teachers and limited awareness of areas of first language interference.

T24 The content of the lessons was appropriate to the learning needs and cultural background of the students. There was an emphasis on building vocabulary and focusing on improving speaking and listening skills, appropriate for short summer courses. Topics were of interest to most learners.

T25 Lesson objectives were clearly written on the whiteboard and understood by the students. Lesson content progressed logically, generally moving from controlled activities to more challenging and independent use of language.

T26 In the stronger segments a variety of techniques to promote learning and student engagement were used, and were appropriate for the different ages of the learners. They included games, songs, quizzes and matching activities. However, in several segments effective techniques were not evident. Students were often asked to provide definitions of new vocabulary rather than having its meaning demonstrated and checked in context. New words were practised in isolation rather than in communicative, connected speech. Tasks for reading exercises were not made clear.

T27 Most teachers used a variety of appropriate resources to promote learning. There was competent use of digital projectors as a teaching aid and good use of the internet as a resource. In the weaker segments whiteboards were not very well laid out and there was an absence of relevant notation to indicate useful linguistic information. Opportunities to exploit different furniture configurations in order to vary the pace and interaction of the lessons were not evident.

T28 Teachers praised students appropriately and offered some appropriate forms of correction such as delayed correction and repeating up to the error. However, overall there was insufficient correction, especially of pronunciation errors that impeded communication.

T29 The lesson preparation templates encourage teachers to think of successful outcomes and how they can evaluate whether learning is taking place. There was limited evidence of this happening in practice. Teachers rarely checked whether students could reuse language in other contexts.

T30 In the stronger segments the teacher had a dynamic and positive presence and was able to build and exploit a positive learning atmosphere. Instructions were clear, students were grouped and re-grouped and there was a good balance between nomination and whole group questions, with control of the use of first language. In the weaker segments there was too much domination by the teacher and too much teacher-student interaction with insufficient nomination to engage everyone in the class. Differentiation strategies, in order, for example, to occupy the stronger student or fast-finisher, were not evident.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to very good with the majority being either satisfactory or good. Teachers planned lessons with clear objectives suited to the needs of their students. All teachers used classroom technology well, and several used effective teaching techniques. However, others did not have sufficient command of teaching techniques to support and develop the students' learning and check their understanding. A range of teaching styles was seen, involving approaches that were very controlled and others that were freer.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers are managed effectively and are given sufficient support to ensure their teaching meets the needs and interests of their students. Programmes of learning are well designed and are managed for the benefit of the students. The teaching observed met the requirements of the Scheme. *Academic management* and *Course design* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
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W1 Safety and security onsite	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 Provision is made for the safety and security of students at both schools. All doors require four digit entry codes, students and staff wear lanyards with school cards, and there is 24-hour supervision. However, there was no evidence of fire drills having taken place at Rossall School or any systematic use of a site risk assessment prepared by the provider.

W2 There is an explicit policy on the provision of pastoral care with all staff and group leaders being aware of the need to look after students' pastoral needs. Cause for concern report forms are used if a member of staff notices a student's unhappiness. Evening breaks for hot chocolate in the boarding houses provide a time when staff can check on students' welfare. Special needs arising from religious observance are dealt with as required.

W3 The centre welfare officer talks to students at their induction and notices in the boarding houses encourage students to make contact if they have any personal problems.

W5 The headquarters' 24-hour emergency number is printed on the students' school card. In addition, additional local emergency staff numbers are provided at each centre.

W6 All transfer arrangements are made at head office and centres are provided with a pack that provides detailed guidelines on all procedures and systems. Information on all arrivals and departures is sent as required and there are effective arrangements for dealing with unforeseen circumstances.

W7 Students all receive an attractively designed student handbook appropriate to their age. Useful information is communicated through a question and answer format with lively illustrations. This information is reinforced at induction and at the daily school meetings for the whole school.

Accommodation profile

Comments on the accommodation seen by the inspectors

All accommodation is in residential boarding houses with shared bathrooms and toilets. Girls and boys are always accommodated in separate houses. Rossall School offers single and twin accommodation whilst Moira House has dormitories with two to five beds. Many of these are bunk beds. Students' laundry is done every week. One inspector visited boys' and girls' houses at both sites..

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 All services are available as required and at Rossall School students have individual tables for private study. Bed linen is provided although students are required to bring their own towels.

W10 All accommodation is inspected before students are placed. Headquarters staff visit the schools before the season, and welfare officers and course directors re-check the provision before the students arrive.

W12 Placement in accommodation is carried out by head office staff and the database is available at all centres. There is a policy of placing students of a similar age with others who do not speak their own language. However,

particular requests by students are also considered. Printed fire registers in each boarding house are updated as students arrive and leave. The names of students are displayed on each dormitory door.

W14 Informal feedback is collected on a regular basis by boarding house staff. Students are moved as required and registers and the database are updated accordingly. Issues that need dealing with by the host school's site managers are quickly addressed. Written 'arrival' questionnaires also allow students to provide feedback.

W15 The food at both centres was tasty and nutritious and the majority of group leaders, students and staff were positive about its quality. Menus were varied and offered appropriate choices. Individual dietary needs were met and at Rossall School the use of photographs allowed serving staff quickly to identify students who had specialist dietary needs.

Accommodation: homestay

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

Comments

None.

Accommodation: residential

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

Comments

W23 There are always first aiders on site and arrangements with local medical centres and doctors are in place.

Accommodation: other

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

Comments

W25 Head office recommends that students on the family course at Moira House who require accommodation, use a local agency.

Leisure opportunities

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

Comments

W26 Classroom topics explore features of British life with cultural and sporting inputs. Information and materials are provided as required.

W27 The leisure programme is planned by head office for all centres before the courses begin and staff are recruited based on their ability to deliver the range of activities arranged. Although there is a single programme, staff

successfully adapt the arrangements to meet the needs of the different ages. At focus groups students expressed their enthusiasm for the activities they had taken part in.

W28 Staff assess the risks of all activities and discuss how to respond to situations where students may be endangered. Risk prevention strategies are explored at the daily activity staff meeting and risks connected with excursions are examined during the pre-excursion briefing. Lifeguards and first aiders are always on duty. However, some written risk assessments are insufficiently specific for the activity they refer to. In addition, there are no formalised procedures for updating the assessments and confirming that staff have read and understood the content.

Welfare and student services summary

The provision meets the section standard. The needs of students for security, pastoral care, and leisure activities are generally met, although there is insufficient attention given to fire safety and the assessment of risks at Rossall School. The accommodation provided for students is suitable and the management of accommodation systems works to the benefit of students.

Care of under 18s

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

Comments

All students are under the age of 18 although there are some adults attending courses with their children on family courses at Moira House.

C1 There is a policy in place covering many aspects of safeguarding. This is supported by the staff handbook, which also lists a number of company policies and procedures. A named, appropriately trained person is identified as responsible for the implementation of the policy and for dealing with any allegations of child abuse. However, the policy does not contain guidance on handling delayed DBS clearance and neither is a date for its renewal given. In addition, the location of some of the procedures and policies in the staff handbook rather than in the safeguarding document itself makes the content less accessible.

C2 Guidance and training are provided to all staff at the centres as part of their induction. A section of this training is based on how to deal with different scenarios and how the cause for concern forms should be used. The safeguarding policy is displayed in the staff room and group leaders are asked to read it on arrival.

C3 Publicity and other information provided before enrolment give a description of the level of care given to under 18s at the different centres.

C4 There is a very detailed application form which helps to ensure that all appropriate steps are taken to recruit staff in line with the school's safe recruitment policy and the Scheme's requirements. All staff have appropriate DBS checks which the school pays for. In addition, evidence was seen confirming that relevant police checks had been collected for all teachers based overseas and all group leaders.

C5 There is a detailed policy with clear guidelines to ensure that supervision is of a high standard at all times. Student registers are called four times a day and there are very clear rules on supervision, which apply to all off-site excursions.

Care of under 18s summary

The provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18, both within the organisation and in the leisure activities and accommodation provided.