

Organisation name	Bishopstrow College, Warminster
Inspection date	20–21 April 2016

Section standard	Met	Not met
<b>Management:</b> 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"/>
<b>Resources and environment:</b> 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"/>
<b>Teaching and learning:</b> 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"/>
<b>Welfare and student services:</b> 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.

### Summary statement

The British Council inspected and accredited Bishopstrow College in April 2016. 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](http://www.britishcouncil.org/education/accreditation) for details).

This private boarding school offers residential courses in general and academic English for under 18s.

Strengths were noted in the areas of staff management, student administration, quality assurance, premises and facilities, learning resources, academic management, course design, learner management, teaching, 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	January 2008
Last full inspection	April 2012
Subsequent spot check (if applicable)	March 2015
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Teaching of Maths, Geography, Science, History, PSHE, Sports etc as part of the school curriculum.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

## Private sector

Date of foundation	2006
Ownership	Inspiring Futures Ltd Company number 05850251
Other accreditation/inspection	N/a

## Premises profile

Address of main site	Bishopstrow College, Barrow House, Bishopstrow, Warminster, Wiltshire BA12 9HU
Details of any additional sites in use at the time of the inspection	Aldhelms, 76 Boreham Road, Warminster, Wiltshire BA12 9JN Accommodation for 16 senior boys.
Details of any additional sites not in use at the time of the inspection	Eastleigh Farm, Bishopstrow, Warminster, Wiltshire BA12 7BE Accommodation for seven senior girls at peak.
Profile of sites visited	<p>The school is based in Barrow House, a large house on an eight-acre site in Bishopstrow, close to the market town of Warminster. There is a new block of classrooms and offices, opened in September 2014, behind the main house and a further building housing offices for the management and administrative team, and a student common room.</p> <p>The ground floor of the main house comprises a reception room, the dining room, the kitchen and store rooms, an activities room and staff toilets. The lower ground floor houses the laundry, a student common room with kitchen, a boot room and student toilets. Students are housed in accommodation on the first and second floors, where there is also accommodation for two members of staff. There is boarding accommodation for sixteen older boys in Aldhelms, a large semi-detached house within a five-minute drive of the school, where there is also accommodation for four members of staff.</p> <p>The classroom block provides eight classrooms on two floors, a staffroom, offices for the director of studies (DoS) and assistant director of studies (ADoS), an IT suite, science laboratory and, on the top floor, a library. There are toilets for students and staff. One large room on the ground floor is used for morning assemblies.</p> <p>There is a football pitch as well as other grass areas for sports, and a multi-purpose, all-weather court for games.</p>

## Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	14	6
Full-time ELT (15+ hours per week) aged under 16	41	59



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

Students come to Bishopstrow to learn English to a level that will enable them to enter various independent UK boarding schools. Courses are run for three age groups: Lower (7–11 years), Middle (11–14 years) and Upper College (14–17 years). The academic year is divided into four terms with students staying for between three and nine months. Two five-week academic summer programmes run alongside the fourth term in June and July with summer programme students integrated into the year-round classes.

As well as English lessons, students also learn the language of other subjects they are going to study such as English literature, history, geography, science and mathematics. At the end of their courses students have the option of taking an external general English examination. A varied programme of sports and activities is included in the week's timetable. One-to-one is offered if students need extra support or wish to study a particular subject such as an additional foreign language. The age range at the school is from 7 to seventeen.

#### Accommodation profile

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

Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	0	55
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<b>Arranged by student/family/guardian</b>		
<i>Staying with own family</i>	0	0
<i>Staying in privately rented rooms/flats</i>	0	0
<b>Overall totals adults/under 18s</b>		
	0	55
<b>Overall total adults + under 18s</b>		55

#### Introduction

Bishopstrow College is a year-round, fully residential school established in 2006 to prepare overseas students for entry into UK independent boarding schools. The school is independent in that it works with a wide range of boarding schools, rather than being affiliated to any particular ones. Most students continue to be referred to the school via agents or through personal recommendations.

There has been a change in ownership since the last full inspection. In August 2014 the share capital of Bishopstrow College Ltd was acquired by a company founded earlier in 2014 by the two current owners. A spot check was conducted in March 2015 and the inspector concluded that the transition of ownership had been managed well. The new owners have considerable and varied experience in the international education sector. In January 2015 an interim principal was appointed, followed later in the year by the appointment of a new principal as the third member of the senior management team. She took up her post in August 2015 and lives on site during the week and some weekends. She has extensive experience of managing international schools both in the UK and overseas.

The school's academic programmes continue to focus on teaching general and academic English, together with core curriculum studies. Attention is paid to the importance of students finding out about British life and culture. Students are advised prior to admission to the school of the optimal number of terms they need to study, with the aim being to move students to their preferred school as soon as possible. A new one-year IGCSE programme/pre-International Baccalaureate programme is being offered for the first time in 2016. Class sizes are small with a maximum of eight for English lessons. Students typically come from more than fifteen different countries.

The inspection took place over one and a half days. The inspectors talked to the two owners/directors, the principal, the DoS, the head of admissions, the head of boarding, the deputy head of boarding and members of boarding staff. Focus groups were held with students and with teachers. Six of the seven teachers teaching in the week of the inspection were observed. One inspector visited all the on-site boarding accommodation and the off-site boarding accommodation in Aldhelms.

## 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 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 checked="" 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 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 The management structure is clear. The senior management team is responsible for the strategic development of the school; the two owners/directors also have clearly defined areas of responsibility (finance & operations and marketing & admissions) and the principal is responsible for the day-to-day running of the school. She shares responsibility for the academic programmes with the DoS. The structure is clearly documented in the staff handbook. The team works closely together and cover arrangements are in place.

M4 Communication is very good. There are weekly minuted senior management team meetings. The DoS attends the weekly boarding staff meetings and a member of the boarding staff attends the weekly teachers' meetings; this ensures that information is shared and all staff are sent the minutes of both meetings and sign to say they have read them. Email is also used to distribute information. There are shared drives for recording information about students. All staff confirmed that they felt well informed and that they could discuss issues with the owners/directors who were very accessible.

M5 The school has a very rigorous recruitment procedure with templates and checklists in place for each stage. All applicants are interviewed and references required. A member of the management team telephones the referee to confirm the reference and give the referee the opportunity to provide any additional information. Staff involved in recruitment have received training in safer recruitment. Contractual details are contained in the staff handbook.

M6 The teachers' files are complete and maintained to a very high standard.

M7 The school has a very thorough induction procedure which includes safeguarding procedures, Prevent and health and safety. The principal had a handover period with the former interim principal. New teachers go through a programme lasting six weeks, with new areas of responsibility added progressively; each new teacher is allocated a buddy, who has time allocated for the role, from the experienced staff.

M8 A comprehensive appraisal system is in place. A self-evaluation stage contributes to the setting of targets at each member of staff's performance development review (PDR), with input from their line manager. Staff have differentiated targets and dates for their achievement. Teachers are also monitored by means of regular observations.

M9 There is a written policy on continuing professional development (CPD) for all staff and a wide range of training has taken place; staff can request training and training needs are also identified during appraisal discussions and observations. Training has been provided in safeguarding, Prevent, e-safety, use of new software, first aid and safer recruitment. The school part funds teachers to improve their teaching qualifications.

## 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 checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Comments

M10 The head of admissions works closely with one of the owners/directors to manage the admissions process. She has developed good working relationships with many of the school's agents.

M11 Students receive very good information on their course choices. Prior to enrolment there is course information on the website and agents receive further detailed information from the school so they can advise students. School admissions staff receive information about prospective students from their local teachers and this helps them to tailor the advice about course options. During induction students are monitored closely to ensure that their choice of course is appropriate.

M12 Enrolment procedures are very efficient and record keeping is excellent. Very comprehensive and clearly expressed pre-arrival information is sent to the student and parent/guardian in the form of a parent handbook, student handbook and student survival guide.

M13 The student records sampled contained all the required information. Records are accessible remotely outside office hours by the relevant staff.

M14 The school has a clear policy on attendance and punctuality. Registration takes place at the daily morning assembly and at the start of morning and afternoon classes. Unexplained absence is rare but is reported immediately to the DoS, who follows this up straight away. A student calendar records any students given permission to be out of school each day.

## 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 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 and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

M16 The points to be addressed from the last full inspection had all been dealt with by the time of the spot check visit in March 2015, and no new points were identified.

M17 There is an evident ethos among school staff of reviewing and seeking ways to improve the school's systems, processes and practices. The DoS drew up an action plan in 2013 to review course curricula and teacher development, which is ongoing. Consultation with independent schools that students might move onto informs regular reviews of course content. There are termly reviews of teachers' CPD and course materials. Much development of the premises has been undertaken to improve the student experience, including the building of a new classroom block and provision of improved student common rooms.

M18 Student feedback is collected regularly and taken seriously. Students complete an initial learner questionnaire and a second questionnaire in week two after their one-week induction. A further tutorial questionnaire is completed in week four. Boarding staff give out their own initial and end-of-term questionnaires. Feedback data is analysed and circulated to relevant staff. There was evidence of prompt action being taken, and recorded. Students can also give feedback in their tutorials and via the student council.

M19 Staff can give feedback at meetings, at termly reviews of CPD and materials, and during their PDR. An exit questionnaire is completed by teachers leaving the school. Staff told the inspectors that their views were sought and valued by the school management.

## 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 type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

The school's publicity consists of a newly-designed website, a printed brochure, printed programme guides used largely for marketing events, and social media pages.

M21 The text in all the publicity materials is very clear, accurate, concise and written in accessible language throughout. The new website is attractive and easy to navigate; it is translated into 11 languages. The brochure has been translated into the languages of countries important in terms of marketing for the school.

M24 Sample timetables for the different course types ensure that the times of classes are clear. The school's daily 'prep' sessions are clearly explained.

M28 On the website the school's staff are referred to as 'highly qualified'. This was not true of all the teachers working in the week of the inspection. This text was removed during the inspection and the description of staff is now satisfactory.

M29 The correct version of the Accreditation Scheme marque is used on all publicity materials. However, there were two instances of selective quoting from the last full inspection report. This text was removed during the inspection and is no longer a point to be addressed.

## Management summary

The provision meets the section standard and exceeds it in some respects. The management structure is clear and communication is very good. There are robust recruitment procedures in place and a strong focus on staff training. Student administration is very efficient and quality assurance procedures are thorough. Publicity is clear and accurate. *Staff management, Student administration 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 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 type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

R1 The school buildings and the eight-acre site provide an attractive and spacious environment for students and staff. The classrooms in the new block are an ideal size for the maximum number of students in classes; all the students fit comfortably into the room used for morning assemblies. Office space is very satisfactory. The school grounds are extensive and attractive; marquees are set up in the gardens for graduation ceremonies in the third and fourth terms.

R2 The school and its grounds are maintained to a very high standard. The new classroom block is very smart.

R3 The classrooms are all very smart, comfortable, quiet and have good natural light.

R4 Each of the age groups in the school – Lower, Middle and Upper – has a spacious common room. The rooms have comfortable seating; equipment is available for table-tennis and pool. One common room has a large screen where films are shown and the Middle common room has a kitchen area. As well as the dining room, there is a terrace outside with tables where students can eat their meals in good weather. Students also have lockers.

R6 The staffroom in the new classroom block is quiet and spacious with work tables and comfortable seating. There is a kitchen area and there are facilities for heating food. Teachers generally prepare lessons in their own classrooms at the end of classes so they have access to the interactive whiteboards (IWB); they have internet access and can also print materials from there to the photocopier in the staffroom. Each teacher has excellent storage facilities in his/her classroom.

### 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

R7 Each student is given a copy of a coursebook for ESOL courses, and students work with authentic texts for drama and literature classes. Class sets of supplementary materials are available, as well as photocopiable resources and skills books to support the use of coursebooks.

R8 Teachers can draw on a wide range of resources including digital and audio materials, examination materials and language reference books. There is a good range of in-house materials for all levels and age groups, and there was evidence of many teachers creating their own materials and sharing them with colleagues. The school subscribes to a number of online resources. There is a photocopier in the staffroom. See also R6.

R9 Each classroom has an IWB; staff have received training and were observed using the technology competently. Each teacher has a laptop and audio equipment in his/her own classroom. There are 12 computers for student use in the ICT suite with learning activity software and an online learning platform for students to access outside class time and as directed by their teachers. There is Wi-Fi throughout the school.

R10 The library provides ample space for self-access work; there are set times for students to work there with staff supervision. There is a good stock of graded readers.

R12 There was evidence of rigorous review procedures every term when the academic management team and teachers discuss course content and assess the suitability of the materials being used. Changes are made following this review process as, for example, in the drama and literature classes moving to the use of authentic texts.

### Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The school and its grounds provide a very attractive environment for students and staff to study and work in. Teachers have access to a good range of learning and teaching resources, and are trained to use classroom technology effectively. Resources are reviewed regularly. *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 type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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**

T4 Both the DoS and ADoS are very well qualified and have a range of very relevant teaching and management experience.

**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 type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 matched to courses based on their experience, particularly with regard to examinations and primary level teaching, as well as on their preferences or requests. Care is taken to ensure that teachers acquire experience of teaching new levels and course types; this is discussed in teachers' meetings and teachers' appraisals, and support is provided.

T9 Students can join the school at the start of any term and stay for varying lengths of time. New students are supported well; they are given a 'buddy' to help them when they arrive and they have a thorough induction, followed by tutorials for further support. Each term the teacher draws up a new scheme of work and a fresh set of learning targets so new students can integrate well. Coursebooks are used over two terms with a review point midway. The drama and literature course uses a new book each term.

T10 There is a comprehensive CPD policy in place. Teacher development days take place at the start and end of every term, most sessions are attended by both the English and subject teachers. Teaching topics are also discussed in regular teachers' meetings. Topics covered have included using technology in the classroom, testing and standardisation, task based learning and providing English language support for subject lessons. Teachers also attend webinars. The DoS has built a teaching team keen to share ideas; action research groups of teachers share their findings at development sessions.

T11 Observation takes place regularly and takes different forms. The DoS observes teachers formally at least once a year; teachers complete a self-evaluation form and discuss the action points arising from the observations with the DoS. Observation feedback notes on file were seen to be detailed, perceptive and constructive. Teachers can ask to be observed with a focus on a particular skill or aspect of their teaching. Peer observation also takes place and teachers gave the inspectors examples of what they had learnt from watching colleagues.

**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 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 checked="" 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 English courses reflects the recognition of the needs of the students to learn English in practical ways that prepare them for further study and life in the UK. The English course comprises four components: drama and literature to teach students to read and evaluate texts; Skills for Life with a focus on developing skills to deal with common scenarios students will meet while studying and living in the UK; ESOL with a focus on practical communication and Subject support to help students with language skills needed in their subject lessons, such as giving presentations or writing about processes. Course outlines are clearly described for teachers, together with support documentation including syllabi and Can do statements from the Common European Framework of Reference (CEFR).

T13 Review of course design is ongoing and there was evidence of changes being implemented. The English teachers and subject teachers were encouraged to work together to produce the specifications for the Subject support course, for example.

T15 A range of measures to support independent learning is in place. Teachers share learning objectives for each course with the students and set targets with individual students in their tutorials. Each student has an individual learner plan (ILP). Students are set regular homework; they are encouraged to use the online learning platform in the ICT suite and to record their learning on their academic progress cards, which are monitored by the teachers. Classes include project work which requires students to undertake research.

T16 Students learn practical communication skills in their Skills for Life lessons and develop their language skills outside the classroom by interacting with school staff every day; there is a policy of encouraging students to speak English all the time. On cultural trips at weekends students are given tasks to complete and review in their lessons afterwards. Older students are allowed to go into Warminster in groups at the weekend. Younger students take part in a penfriend scheme with a local primary school.

### 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

T17 Placement procedures are thorough. New students have an online interview before travelling to the UK and then complete an online placement test with a writing component on arrival. On the second day of the course there is a placement meeting to discuss the levels and placement of the new students and their performance in interaction activities, and then any changes needed are made. Continuing students are re-tested in January to ensure they start the second term in the right level and that new students arriving can be placed appropriately.

T18 Students' progress is monitored closely and on an individual level. Students are assessed in three main ways each term: by weekly reading and writing tests, by benchmarking tests using components from external general English examinations, and by end-of-term assessment. Teachers monitor students' progress in weekly tutorials and help to set further learning targets. Test results together with a detailed report from each teacher with suggestions on how to improve are written up in the student's ILP.

T19 Careful assessment of each student results in students being entered for external general English examinations at the right level. Examination results are consistently very good.

T22 The school places great importance on students moving on to independent education that is right for them. Some students arrive with clear ideas of the school they want to go to. Others turn to school staff for advice. The senior management team is very experienced in international education and can advise accordingly on an individual basis. Students can spend a taster day in the school they hope to go to in order to be sure of their choice.

### Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	English (Drama and literature, ESOL, Skills for Life; Subject support) IGCSE

### Comments

None.

### Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T23 Teachers demonstrated a generally sound knowledge and awareness of the linguistic systems of English and were able to give clear explanations of, for example, grammatical structures and collocations. Accurate models of written English were given although not always written up with helpful information such as stress marks or parts of speech indicated. Very little work on pronunciation was seen and so there was little evidence of teachers' awareness of phonological systems in relation to lexis.

T24 Lesson plans were very clear and, together with the schemes of work, demonstrated a close alignment of the learning objectives and student needs. There was good evidence of differentiation both in lesson plans and in the lessons where teachers extended activities for stronger students, or gave simpler tasks to weaker ones. Class profiles provided were generally detailed.

T25 Learning aims and outcomes were clear and outlined for students. Teachers made useful reference to work done in previous lessons.

T26 A good range of teaching techniques was seen. Teachers used nomination effectively to involve everyone and elicited target language from students; they prompted students and some used concept-checking questions well. Activities were generally set up efficiently but instructions were not checked consistently. Some teachers tended to talk too much and so reduced the opportunities for students to contribute.

T27 Classroom management was generally good. In some classes students had been paired carefully to reflect observations in the profile of their strengths and weaknesses. The IWB was used competently by all teachers and to good effect. Whiteboard work was clear although new lexis was sometimes written up with no context or other supporting information. Teachers used a range of handouts, often creative materials they had produced themselves, and used audio and video clips to bring variety to the lessons.

T28 All teachers gave encouraging feedback to the group and to individuals. They used a range of correction techniques including promoting self- and peer correction, and in activities were seen making notes of student errors for later feedback.

T29 Students were asked to participate in a range of activities to show that they had learnt new language and could use it confidently.

T30 In all classes the atmosphere was purposeful with students engaged with appropriate topics, often personalised by the teacher. Teachers graded their language well while keeping the level of the class challenging for all the students. Most lessons were lively and well paced with good rapport between teachers and students evident.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to good, with the majority of segments observed being judged to be good. Teachers had a sound knowledge of the language and produced good, detailed lesson plans and student profiles. A range of teaching techniques was seen and teachers used resources to good effect. Feedback to students was encouraging and the learning atmosphere in all classes positive. Little work was seen on pronunciation and some teachers limited students' opportunities for contributing because they tended to talk too much.

#### Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. All teachers have appropriate qualifications and the profile of the academic management team is very strong. Academic management procedures are thorough and teachers are given good support to ensure their teaching meets the needs of their students. Course design is well thought through and appropriate to the needs of the students. Students' progress is monitored well. The teaching observed met the requirements of the Scheme. *Academic management, Course design, Learner management and Teaching* are areas 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 checked="" 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"/>	<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 checked="" type="checkbox"/>	

#### Comments

W1 There are rigorous systems in place for the safety and security of students in the classrooms, in the boarding houses and in the grounds of the school. Measures include thorough and regularly up-dated risk assessments, CCTV, and doors and stairways that are alarmed at night. There is supervision by suitably qualified and trained staff; students are not allowed in the boarding houses unless there is at least one member of staff present. Fire evacuation drills are conducted regularly. The children's access to websites and to online social media sites is regulated.

W2 Pastoral care is of a very high standard. All members of staff have a role to play in caring for the students. Effective channels of communication between teaching and boarding staff ensure that any pastoral problems are quickly identified and addressed. New children are paired with a 'buddy' to whom they can go with any minor queries and concerns.

W3 Students reported that they feel able to go to members of the boarding staff or their tutor with personal problems. The safeguarding roles of the head of boarding and deputy head of boarding are made clear to students at induction and there are posters and photographs around the school as reminders. There is also an external person called a 'listener' who is available to students.

W4 There are clear policies and procedures made known to students during induction, in handbooks and on posters. The information is written in language easily understood by the younger children and by those with a low level of English. Attention has been paid to the possibility of 'e-bullying' and any harmful aspects of internet access. The school has a Prevent policy which is implemented appropriately. The message of mutual respect is reiterated in personal, social and health education lessons (PSHE).

W5 Students have a card with the emergency number of the school and a written message to give to a member of the public if they are lost or need help. They are encouraged to put the number into their mobile phones.

W6 Information about transport to the school is very clear. Children are usually accompanied by their parents or guardians at the start of their course. The older boys are transported to and from their boarding house by school minibus twice a day.

W7 All the necessary information is given to parents before arrival in a handbook; the information is also available online. The students are given information as it is needed and in a manner appropriate to their age and level of English. The student handbook is attractive and accessible, the induction takes place over several days, and there are reminders of essential information on noticeboards throughout the school.

W8 Clear information is given to parents; there is a well-designed medical form that parents are required to sign. All boarding staff are first aid trained and students are registered with a local doctors' surgery.

#### Accommodation profile

##### Comments on the accommodation seen by the inspectors

All students were boarding in school accommodation. Most were resident in a large house on the school site: Barrow House. There is accommodation for 51 children, 43 were living there at the time of the inspection, and there is accommodation for two members of staff. The students are segregated according to age and gender. Older boys are boarded in Aldhelms, a large semi-detached period house within a five-minute drive of the school. There are beds for 16 boys; 15 were accommodated there at the time of the inspection. Four members of staff were also living at Aldhelms. Children sleep in dormitories containing from two to eight beds. Some of the rooms have bunk beds.

#### 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 The residential accommodation is generally of a good standard. Much of the furniture is new and has been chosen to make good use of the space available: for example, beds often have built-in storage. However, one of the older boys mentioned in the focus group that his bed was not long enough. Some shared rooms have ensuite bathrooms and all students have easy access to satisfactory bathroom facilities. Students provide their own towels but they are regularly laundered. Personal laundry is done three times a week. The boys at Aldhelms each have their own small desk. The older girls in Barrow House share desks in their rooms. Most of the younger children do not have desks or tables in their rooms. However, all students do their homework, or 'prep', in the classrooms at designated times, so there is less need for table space in their dormitories.

W10 All areas within the residential houses have been inspected, with the implementation of appropriate safety measures to minimise risk; for example, catches on windows so they cannot be opened too far, and clearly marked fire exits.

W11 All rooms are inspected by boarding staff, and cleaned, every day.

W12 Registers of rooms allocated are complete and up to date. Boarding staff are all aware of which rooms the children are accommodated in.

W13 Students are allocated to their rooms on arrival.

W14 Student feedback is gathered by means of initial one-to-one interviews, pastoral questionnaires in week two, end-of-term questionnaires, and student councils. Students also have regular tutorials with their tutors when they are asked about their satisfaction with the accommodation. A 'rainbow box' enables students to make comments anonymously.

W15 Students have three meals and two drinks/snacks every day. A well-balanced and healthy diet is offered with plenty of salad, vegetables and fruit. Some students commented that they would like more than one choice of hot meal at lunch and dinner, but soup and salad with perhaps cheese, cold fish, eggs, or meat are always available.

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

**Comments**

W22 All areas of the boarding houses are cleaned daily.

W23 All boarding staff are first aid trained and students are registered with a local doctor. There is a sick room in the main boarding house.

**Accommodation: other**

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

**Comments**

None.

## Leisure opportunities

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

### Comments

W26 The school aims to offer the kind of sports and cultural activities the students may do at the school they are preparing to go on to. A wide range is available during the week as part of the curriculum; all the students do at least one hour of sport a day, there are clubs before lessons and during the lunch period, and social activities in the evenings. There is a trip most Sundays to places of interest. Trips to the beach, walks in the nearby countryside, and visits to the theatre, the cinema and sporting events are arranged.

W27 There is a multi-purpose, all-weather court for tennis, basketball, netball and five-a-side football, and in the grounds there are grassed areas where ball games can be played. Other than the house common rooms, where students can play table tennis and table football, there is no indoor space for sports. However, good use is made of the space available for social activities, and facilities at local schools, a leisure centre, an indoor swimming pool and a horse-riding establishment are hired. The school has three minibuses to take students to nearby venues.

W28 Clear and comprehensive risk assessments have been drawn up for all on- and off-site activities, with accompanying guidelines and checklists for members of staff leading the activity.

W29 The deputy head of boarding leads a team of sports and activities staff; all have first aid training, appropriate experience and coaching qualifications.

## Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are very well met. The accommodation is suitable and well managed. *Care of students, Accommodation, and Leisure opportunities* are 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 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"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

All students at the school are aged under 18.

C1 The school has worked with the local authority to produce relevant policy documents which are appropriate for the context and the age of the children in their care. The head of boarding is the designated safeguarding lead with the deputy head of boarding leading in her absence.

C2 The policy has been made known to all members of staff in the school, and to relevant outside agencies. Appropriate training has been undertaken by all staff. The students are made aware, in an appropriate manner, of what to do if they have any concerns. The head of boarding, deputy head of boarding and the principal have undertaken advanced training courses in safeguarding and child protection, including for safer recruitment.

C3 The level of care and support given to the children is very clearly described in publicity and in the information handbook and consent forms for parents.

C5 The children are closely supervised during lessons and scheduled activities. Staff:student ratios are good.

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Children are placed in three age bands so that the level of supervision is appropriate.

C6 The programme is such that students have very little time when they are not directly supervised by staff. The older children can go into the nearby town centre at designated times, but they have to go in pairs and sign out and in. They also have limited free time for shopping on excursions. The younger children are always supervised.

C7 There are appropriate arrangements for the safety and security of the children in their accommodation. Students are closely monitored at all times by experienced staff; they cannot go into their houses unless a member of staff is present.

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### **Care of under 18s summary**

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The provision meets the section standard and exceeds it in all respects. There is good provision for the safeguarding of students under the age of 18 at all times of the day: during lesson times and out-of-class activities and in their accommodation. *Care of under 18s* is an area of strength.

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