

Organisation name	BISS (Brighton International Summer School)
Inspection date	2–3 March 2016

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

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

Recommendation

We recommend that accreditation be placed under review because the section standard for Care of under 18s is not met. The period of review is to be ended by a spot check focusing on the care of under 18s to be carried out during the running of the 2016 summer school, when all aspects of the provision should be inspected.

Summary statement

The summary statement has been withdrawn and should not be used.

Organisation profile

Inspection history	Dates/details
First inspection	2008
Last full inspection	2012
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1991
Ownership	Limited company (Biss Ltd) Company number: 4451410
Other accreditation/inspection	N/a

Premises profile

Address of main site	Dorothy Stringer School, Loder Road, Brighton BN1 6PZ
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	BISS (Brighton International High School) is based in the Dorothy Stringer High School (DSHS), which is located in a quiet residential part of Brighton. BISS uses a dedicated office and teachers' room throughout the year. During the high school term the ELT school shares the same classrooms as the main school students, and classrooms are allocated by (DSHS) on an hourly basis. Students spend break time and lunch in and around the school's sports hall. In the summer BISS has its own dedicated classrooms and has access to the school canteen and the sports facilities, football pitch, gymnasium and dance studio. The school is set in extensive grounds.

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	36	90
ELT/ESOL students (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	36	50
Full-time ELT (15+ hours per week) aged under 16	0	40
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	36	90
Minimum age	13	13
Typical age range	15–17	14–17
Typical length of stay	1 week	1–2 weeks
Predominant nationalities	Austrian	Spanish
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	0	5

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	8
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	3	
Number teaching ELT 20 hours and over/week	0	
Total number of administrative/ancillary staff	4	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	1
Certificate-level ELT/TESOL qualification (TEFLI)	2
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	3

These figures exclude the academic manager(s)

Comments

The TEFLQ DoS and the QTS director took part in integration classes, but not ELT lessons during the inspection.

Course profile

Eligible activities	Year round		Vacation		Other: N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input 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 checked="" 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

BISS runs short courses for closed groups (13 to 17 year-olds) throughout the year outside the summer. These courses include integration lessons with high school students. In the summer the school offers a summer school to the same age range and accepts group and individual students. The school also offers a British high school experience course, without any integration lessons, CLIL and examination preparation courses.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	36
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s		
	0	36
Overall total adults + under 18s		36

Introduction

BISS (Brighton International Summer School) conducts all of its courses from the premises of a comprehensive school in Brighton. BISS currently runs:

- one or two-week integration courses available during the academic year (13 to 17 year-olds) on which students study a mixture of ELT lessons focused on speaking and listening and integration lessons with UK students in subjects such as modern languages, cooking, art and PE;
- open enrolment summer school courses for 13 to 17 year-olds.

On both types of courses students have lessons in the classrooms of the Dorothy Stringer High School, homestay accommodation and a social programme. The school also offers examination preparation, CLIL and high school experience courses, but these courses have yet to run.

BISS continues to maintain excellent relations with the host school. Since the last inspection in 2012 BISS has gained access to an extra room used as a teachers' room. Last year the school suppressed the post of the social programme manager. As the inspection took place outside the summer period, the inspectors were not able to see the summer school in operation. (One of the recommendations of the last report was that the next inspection should include the summer school provision.)

At the time of the inspection two closed groups of Austrian (16 and 17 year-olds) and Spanish students (14 and 15 year-olds) were studying at the school. Their programmes included ELT lessons, integration classes and a social programme. The inspection was extended to two days due to the non-availability of senior staff at scheduled times during the inspection. The two inspectors held meetings with the principal, the head teacher of the high school, the director of studies (DoS), the office manager and the office assistant. Focus groups were held with teachers, group leaders and students. All of the teachers were observed twice teaching ELT classes and an integration lesson was also sampled. One of the inspectors visited three homestay hosts. The inspectors held a round-up with BISS senior staff at the end of the inspection.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

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

Comments

M2 The management structure is clear. The principal is assisted by a year-round DoS, an office manager and an office assistant. During the inspection the principal informed the inspectors that the office assistant would take over with immediate effect overall responsibility for the school's safeguarding policies from the office manager.

M3 Duties are specified in job descriptions but these are not dated or up to date in some cases. The re-apportioning of the social manager's responsibilities has not yet led to revised job descriptions, which also do not refer to the safeguarding duties of staff.

M4 Most communication is understandably informal given the size of the team. The year-round staff share an office and work closely together. The DoS meets teachers informally every morning. There are, however, very few minuted, formal meetings each year, no review meetings, for example, after the summer, and no minuted, formal meetings involving teachers throughout the year or in the summer.

M7 Staff receive inductions based on detailed checklists, which need to be updated to include reference to the school's safeguarding policies.

M8 Year-round office staff receive formal appraisals.

M9 The school does not have a written continuing professional (CPD) policy and very little professional development of teachers had taken place over the past year.

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 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 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 There are sufficient administrative staff to handle the volume of work. Group leaders were positive about the helpfulness of the office team.

M13 Local contact details and emergency contact details are collected for students, but these are not readily accessible to BISS staff outside office hours.

M14 The school has very clear and effective policies in place to monitor student attendance and punctuality.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M17 Although informally reviewed, there are no formal meetings or reports written to review systematically the school's systems and processes.

M18 Students and group leaders are asked for their initial feedback on courses orally. Most students complete end-of-course feedback forms. A written document was provided outlining the organisation's general responses to student feedback.

Publicity

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

Comments

The main source of publicity is the school's website. This includes an electronic version of the school's brochure which is no longer available in print form.

M21 The publicity is generally written in accessible English, but the language in certain sections of the website needs to be simplified, for example, some of the descriptive passages about Brighton.

M22 Publicity is generally accurate and gives rise to realistic expectations.

M24 The minimum enrolment age is clear, but the maximum enrolment age is given as 17 and 18 years in different places in the publicity.

M28 Teachers are referred to as 'experienced', when the school has a policy of employing less experienced teachers in the summer.

M29 The school changed the Accreditation Scheme marque used on the website to the version including 'for the teaching of English', but another version of the marque is used on stationery and in the brochure.

Management summary

The provision meets the section standard. The school operates to the benefit of students and staff and largely in accordance with its publicity. The school should improve aspects of general management and publicity.

Resources and environment

Premises and facilities

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

R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments

R1 The offices, classrooms and communal areas provide a comfortable environment for students and staff.
R2 The school buildings and rooms are in a good state of repair.
R3 Classrooms are spacious for the number of BISS students that use them at any one time and are free from extraneous noise.
R4 Student relaxation areas are limited outside the summer when the sports hall is used for recreational purposes in breaks and some lunchtimes. In the summer BISS can also use the school canteen and external areas.
R5 The high school signage is adequate. BISS uses a noticeboard for the display of information during the summer, but none is used outside this period.

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 checked="" 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 checked="" 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 type="checkbox"/>	

Comments

R7 Teachers can use a good range of learning materials including coursebooks, lesson packs, resource packs and digital materials.
R8 The number of resources for teacher use has grown since the last inspection and they are now more easily accessible in the teachers' room.
R9 All classrooms are equipped with computers, whiteboards and speakers. There is good IT support from DSHS staff.
R10 Students can access the main school library during reading periods, but self-access does not normally form an integral part of short courses.

Resources and environment summary

The provision meets the section standard. The premises and facilities provide an appropriate setting for the students' learning and leisure activities. Learning resources are suitable and staff work in a suitable professional environment.

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 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 The school benefits from having a DoS who is appropriately qualified and has worked at the school since before the first inspection in 2008.

Academic management

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

Comments

T7 Timetabling is relatively complex as for most of the year BISS are allocated classrooms on an hourly basis by DSHS. This timetabling arrangement has the advantage that the students are taught in normal comprehensive school classrooms, but has the disadvantage that teachers have to set up classes at the beginning and pack up at the end of individual lessons.

T8 Cover arrangements work well as all of the school's administrative staff have teaching qualifications.

T10 The DoS is on hand to provide individual advice to teachers daily. Insufficient guidance is, however, given to teachers regarding planning courses either in planning sessions or in the very brief teachers' handbook. There are very few in-service training sessions run throughout the year or in the summer.

T11 Formal observations had been carried out for the teachers who had taught on other courses before the time of the inspection. Not all of the teachers had been formally observed in the previous summer.

Course design and implementation

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

Comments

T12 BISS courses are designed to enable students to communicate effectively in English and to improve their speaking and listening skills. Some of the lessons involve task-based activities. Topics of lessons include cross-cultural themes. The integration classes are planned in consultation with the host school staff and are designed to enable BISS students to complete learning tasks with their UK counterparts. Although there are syllabuses available, teachers are not given sufficient guidance as to how to devise weekly programmes that take into account the needs of particular students.

T14 Written course outlines and intended learning outcomes are not made known to students. The weekly plans of teachers are not shared with students.

T16 Effective strategies are used to ensure that students develop their language skills outside the ELT classroom. The integration classes introduce students to UK students, lessons include reference to UK culture and links to cultural visits and students are encouraged to communicate with homestay hosts.

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 type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T17 The levels of group students are sometimes sent in advance but most students are tested on arrival. In the

summer students complete the BISS placement test and receive an oral test.

T18 Students receive end-of-course certificates and more detailed reports are given on request.

Classroom observation record

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	ELT parts of the two closed group courses. One integration lesson was also observed.
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 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 checked="" type="checkbox"/>	<input 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 In some lesson segments teachers displayed sound knowledge of the linguistic systems of English including intonation patterns. In other lesson segments there was little evidence of language awareness and target structures were not modelled appropriately.

T24 Good use was made of the UK cultural environment in some classes, whilst in others the lesson topic was inappropriate and/or the language focus was too easy for the students.

T25 Most lessons consisted of a coherent sequence of activities, but the learning outcomes of lessons were not always made clear to students.

T26 Teachers used a variety of techniques and students were generally engaged purposefully in pair and group work.

T27 Very good use was made of DVDs and video clips in some lesson segments. Board work was poor in a minority of lesson segments.

T28 Opportunities to provide feedback to students were missed in most lessons observed.

T29 Most lessons were leading to student presentations that might indicate if learning had taken place.

T30 Teachers were able to engage students and create a positive learning atmosphere in most of the lesson segments observed. In most lessons, however, teachers did not effectively control the students' use of their first language while doing tasks.

Classroom observation summary

The teaching observed ranged from very good to just satisfactory and the overall level was satisfactory. Lessons had been planned in most cases to take into account the learning needs of students. Students were actively engaged in group and pair work. Insufficient attention was paid to correcting student utterances or controlling the use of students' first language. The teaching observed met the requirements of the Scheme.

Teaching and learning summary

The provision meets the section standard. The academic manager and the teachers are appropriately qualified. The support given to teachers should include more professional development and the formal observation of all teachers. Programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

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

Comments

W1 The safety and security of the students on site is well catered for. Students register on arrival and while on school premises they are accompanied by BISS staff to and from their different classrooms and the sports hall where they spend their break time and sometimes eat their lunch. CCTV operates on the site which can be busy during the academic year as the BISS areas are embedded in the mainstream secondary school. The security requirements and arrangements outside the academic year are necessarily different as there are no UK students on site. The timing of this inspection meant that the inspectors did not see BISS in operation when they are the main users of the site. There is a premises risk assessment but there is no mention of the different requirements when just the BISS students are using the site in the summer.

W2 During the academic year the accompanying group leaders take the main welfare role, although there is a nominated member of BISS staff who has overall responsibility for welfare during courses. She provides support to group leaders and students. In the summer period group leaders are also in attendance and the students with no group leader are directed to the office manager who has responsibility for their welfare and is the nominated person for welfare issues. Students attending short courses during the academic year and summer course students are introduced to the welfare officer (office manager) at induction and the student handbook provides additional information about the welfare officer's role.

W3 The office manager holds responsibility for welfare issues.

W4 Policies are available and students and staff are kept informed via their respective handbooks. The student handbook is written in clear language for international students.

W6 The majority of students have their transfer arrangements made through the school and the systems work effectively. Group leaders commented positively on the help and assistance from the school even when flights were delayed. There is no information made available to students making their own transfer arrangements.

Accommodation profile

Comments on the accommodation seen by the inspectors

Homestay accommodation is managed by the office manager. One of the inspectors visited three homestays. Residential accommodation is not provided.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 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 the homestays visited were of a very good standard and provided a very comfortable and clean environment for students. Hosts were very welcoming and clearly cared about their visitors and were committed to providing them with a positive experience of living in the UK. Bedrooms were spacious and two of the homestays provided a bathroom for sole use of the students. There were suitable arrangements for students' laundry and clean bed linen was provided weekly for students staying for more than one week.

W10 All accommodation is inspected and checks are made of fire risk assessments and Gas Safe certificates.

W12 Records are maintained including the checks on fire risk assessment and Gas Safe certificates.

W15 Hosts provide all meals including a packed lunch. On summer courses lunch is available in the school canteen.

Accommodation: homestay

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

Comments

W17 At the time of the inspection there were no written terms and conditions applied by the provider with respect to the provision of accommodation services including booking and cancellation arrangements.

Accommodation: residential

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

Comments

None.

Accommodation: other

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

Comments

None.

Leisure opportunities

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

Comments

W27 The closed groups attending during the academic year have varied cultural and social activities included in their programme as agreed between the client and the school. The students commented very positively on the leisure activities. The opportunity to participate in the mainstream school lessons provides a unique, stimulating and relevant experience for the visiting students. The sample summer course social programme timetables appeared to offer a balanced and varied programme.

W28 Risk assessments are in place but do not include information on how to respond to situations where students are at risk.

W29 On-site activities are covered by the qualified mainstream school staff or BISS staff. Qualified external staff are brought in to run activities when necessary in the summer or on occasion during the academic year.

Welfare and student services summary

The provision meets the section standard. The welfare procedures are appropriate and the homestay accommodation arrangements are effective and well managed. The leisure programme meets the needs of the 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

All the students attending BISS courses are under 18 both on the short courses during the academic year and on the summer courses.

C1 There is a safeguarding policy which specifies the commitment of the organisation but it is not comprehensive and does not include all the procedures to ensure the safety and well-being of all the students under the age of 18. For example, although there is a named person there is no mention of training, handling allegations or making referrals. When the weaknesses in the policy were highlighted to the senior management during the inspection the principal acted promptly to appoint a new safeguarding officer with some relevant training but not at an advanced level.

C2 A statement on safeguarding is displayed in several places in the school but the absence of a comprehensive policy with procedures means it cannot be shared with all the necessary people involved in the care of BISS students. The named safeguarding officer at the outset of the inspection had received no formal safeguarding training nor had the other staff or homestay providers received, for example, online generic child protection awareness training. The replacement officer has some experience of safeguarding procedures and had attended a safeguarding workshop. The school management is committed to getting their staff appropriately trained and plan for all staff to complete basic training, the office manager and safeguarding officer to receive specialist safeguarding training and for the officer to do advanced training.

C3 Although there is clear publicity information on supervision within school time there is no transparent statement regarding the level of pastoral care outside scheduled activities.

C4 There are some procedures in place with regard to safer recruitment of teaching staff and they are all DBS checked. Group leaders are also checked for their suitability to work with children. Not all homestays have had suitability checks, so this criterion is not met.

C5 The needs of students during organised activities on and off-site are well catered for and the supervision ratios are good.

C6 The code of conduct information is known to staff, students and homestays and there is an expectation that students will be home for their evening meal. Homestays were clear about the after dinner curfew time, but it was not clear if it was optional or a requirement for students to be home for the evening meal.

C7 Homestay hosts provide all meals including a daily packed lunch and a responsible adult is present overnight. C8 BISS holds 24-hour contact information for parents, guardians and group leaders. An emergency contact number for contacting the provider outside office hours is made available to parents, guardians, homestay providers, group leaders and students. The information is shared with those that need it at multiple points, for example at registration, during induction, on the student card and in the student handbook.

Care of under 18s summary

The provision does not meet the section standard. The safeguarding policy is incomplete and does not include information and procedures to ensure the well-being of all students under the age of 18. The designated person and staff have not received appropriate safeguarding training. The leisure programme is varied and appropriate to the students on the closed group short courses observed. Publicity and other information made available before enrolment does not provide details on the level of care outside scheduled activities. Although the homestay providers were kind and caring, the information detailing what students can do outside scheduled activities is incomplete. Suitability checks are not carried out on all homestays. Emergency contact information was available to all key parties. There is an urgent need for improvement in *Care of under 18s*.
