

Organisation name	Churchill House Summer Centres, Head office Ramsgate
Inspection date	21 - 25 July 2014

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

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

Recommendation

We recommend continued accreditation.

Publishable statement

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

This large private language school offers vacation courses for under-18s.

Strengths were noted in the areas of staff management, student administration, quality assurance, publicity, premises and facilities, academic management, care of students and leisure opportunities.

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

Organisation profile: Multicentre

1. Collated data for whole organisation (including eligible centres not inspected)

Inspection history	Dates/details
First inspection	1980
Last full inspection	July 2010
Subsequent spot check (if applicable)	July 2010, Prior Park Bath; August 2011 summer vacation courses
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related schools / centres /affiliates	Churchill House year-round school in Ramsgate (including summer courses for juniors); Churchill House home tuition
Other related non-accredited activities (in brief) at this centre	N/a

Private Sector

Date of foundation	1971
Ownership	Privately owned
Other accreditation/inspection	N/a

Premises profile

Address of HQ	Churchill House, Spencer Square, Ramsgate, Kent CT11 9EQ
Addresses of centres offering ELT at the time of the inspection	<p>Abbots Bromley School Abbots Bromley, Staffordshire WS15 3BW</p> <p>Aldenham School Elstree, Hertfordshire WD6 3AJ</p> <p>Ampleforth College York YO62 4EY</p> <p>Dean Close School Shelburne Road, Cheltenham GL51 6HE</p> <p>Edinburgh College 24 Milton Road East, Edinburgh EH15 2PP</p> <p>Frensham Heights School Rowledge, Farnham, Surrey GU10 4EA</p> <p>HLC Harrogate College Clarence Drive, Harrogate, North Yorkshire HG1 2QG</p> <p>Prior Park College Ralph Allen Drive, Combe Down, Bath BA2 5AH</p> <p>Royal Russell School Coombe Lane, Croydon CR9 5BX</p> <p>St. Lawrence College College Road, Ramsgate, Kent CT11 7AE</p> <p>Churchill House Ramsgate Homestay Spencer Square, Ramsgate, Kent CT11 9EQ</p>
Addresses of any additional centres not open or offering ELT at the time of the inspection	N/a
For inspectors' use: profile of sites visited	<p>Dean Close School The school is set in 50 acres of countryside on the outskirts of Cheltenham. Residential accommodation is offered with shared bathrooms and shared en-suites, singles with shared en-suite and multi-bedded rooms are offered.</p>

Homestay accommodation is offered but was not being used at the time of inspection.

Aldenham School

Aldenham School is located in extensive grounds in Hertfordshire, to the north west of London. There is easy access from the nearby station to central London. Residential accommodation is offered in multi-bedded rooms with shared bathrooms.

Frensham Heights

The school is located in the countryside and is close to the town of Farnham in Surrey. It is a short train ride away from London. Residential accommodation is offered in single and multi-bedded rooms, with shared bathrooms.

(See also accommodation profile below for these centres.)

Student profile	Collated totals at time of inspection: all centres	Collated totals in peak week: 21 July 2014 all centres
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL Students (eligible courses)	At inspection	In peak week
Total ELT/ESOL student numbers (FT + PT)	1203	1203
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16-17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16-17 years	286	286
Part-time ELT aged under 16 years	917	917
Minimum age (including closed group or vacation)	10	10
Typical age range	14	14
Typical length of stay	2 weeks	2 weeks
Predominant nationalities	Italian, Spanish, Chinese, Japanese, Kazakh, Russian, Mexican	Italian, Spanish, Chinese, Japanese, Kazakh, Russian, Mexican

Staff profile	Collated totals at time of inspection: all centres	Collated total in peak week: all centres
Total number of teachers on eligible ELT courses	81	81
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10-19 hours/week	62	
Number teaching ELT 20 hours and over/week	19	
Total number of administrative/ancillary staff	86	

Academic staff qualifications to teach ELT/ESOL

Profile at time of inspection: collated totals at all centres	
Professional qualifications	Total number of teachers
Diploma-level ELT/ESOL qualification (TEFLQ)	3
Certificate-level ELT/ESOL qualification (TEFLI)	78
YL initiated	
Qualified teacher status only (QTS)	
Teachers without appropriate ELT/ESOL qualifications	
Total	81

These figures exclude the academic manager(s)

Comments

At Dean Close the DOS has an MA in Applied Linguistics and is TEFL-initiated. The ADOS is TEFL-qualified and is included in the above figures as she was teaching at the time of the inspection.
 At Aldenham the DOS is TEFL-qualified by virtue of an MA in English Philology. The ADOS is TEFL-initiated.
 At Frensham Heights the DOS is TEFL-initiated and is supported by an ADOS who is TEFL-qualified and is included in the above figures as he was teaching at the time of the inspection. The quality, training and academic manager, (from hereon QTAM), is based at Frensham Heights.

Course profile (across all centres covered by this accreditation)

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults (18+)	<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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

Vacation courses for juniors aged 10-17 are run in independent boarding schools. The programme followed in all centres includes 15 hours of general English classes in the mornings and structured leisure activities in the afternoons.

2. Data on centres visited

1. Name of centre	Dean Close
2. Name of centre	Aldenham
3. Name of centre	Frensham Heights

Student profile	Totals at inspection: these centres			Totals in peak week: (21-15 July) these centres		
	1	2	3	1	2	3
Centres	1	2	3	1	2	3
Of all international students, approximate percentage on ELT/ESOL courses	100	100	100	100	100	100
Total ELT/ESOL student numbers (FT + PT)	164	67	80	164	67	80
ELT/ESOL Students (eligible courses)	At inspection			In peak week		
Full-time ELT (15+ hours per week) 18 years and over	0	0	0	0	0	0
Full-time ELT (15+ hours per week) aged 16-17 years	0	0	0	0	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0	0	0	0	0
Part-time ELT aged 18 years and over	0	0	0	0	0	0
Part-time ELT aged 16-17 years	0	0	0	0	0	0
Part-time ELT aged under 16 years	0	0	0	0	0	0
Minimum age (including closed group or vacation)	11	11	11	11	11	11
Typical age range	11-17	11-17	11-17	11-17	11-17	11-17
Typical length of stay	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks
Predominant nationalities	Italian, Spanish, Croatian, Kazakh, Mexican, Russian					

Staff profile	At inspection			In peak week		
Total number of teachers on eligible ELT courses	11	5	7	11	5	7
Number teaching ELT under 10 hours/week	0	0	0	0	0	0
Number teaching ELT 10-19 hours/week	11	5	7	11	5	7
Number teaching ELT 20 hours and over/week	0	0	0	0	0	0
Total number of administrative/ancillary staff	11	7	9	11	7	9

Academic staff qualifications to teach ELT/TESOL

Profile at inspection: at these centres			
Professional qualifications	Total number of teachers		
Diploma-level ELT/TESOL qualification (TEFLQ)	2		
Certificate-level ELT/TESOL qualification (TEFLI)	9	5	6
YL initiated			1
Qualified teacher status only (QTS)			
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications			
Total	11	5	7

These figures exclude the academic manager(s)

Comments

None.

Accommodation profile

Numbers at time of inspection: at these centres						
Types of accommodation	Adults			Under 18s		
Arranged by provider/agency						
Homestay						
Private home						
Home tuition						
Residential				164	67	80
Hotel/guesthouse						
Independent self-catering e.g. flats, bedsits, student houses						
Arranged by student/family/guardian						
Staying with own family						
Staying in privately rented rooms/flats						

Introduction

Churchill House School of English has been running vacation courses for under 18s since 1980 and was last inspected in July 2010 when there were six centres. The ASAC recommended a spot check following the inspection focusing on the qualifications of and support for centre academic managers, course design and learner training.

Eleven centres were running at this inspection. One centre at Herne Bay did not open due to low numbers and students were transferred to the St. Lawrence College, Ramsgate residential centre instead. Apart from the accommodation, the teaching and daytime activities programmes were always delivered at St Lawrence College and so students were not unduly inconvenienced.

The majority of students are accompanied by group leaders and over 90 percent of the bookings are through agents. Homestay accommodation is offered at eight centres but since the last inspection there has been a significant drop in uptake for homestay accommodation and the school has also experienced difficulties in recruiting

homestay hosts. At Dean Close, which the inspectors had selected because both residential and homestay accommodation were offered, the school had been unable to recruit homestay families, despite sustained recruitment initiatives.

The inspection took place over 4.5 days and included visits to the headquarters in Ramsgate at the start and end of the week; full days at Dean Close, Aldenham, (the wild card centre), and Frensham Heights.

At headquarters meetings were held with:

Principal/CEO
 Summer Centres Director
 Summer Centres Deputy Director
 Academic Principal
 Quality and Training Manager (QTM)
 Quality, Training and Academic Manager (QTAM)
 Recruitment Manager, by telephone
 Facilities Manager
 Accommodation Manager
 Activities and Transfers Manager
 Bed allocations manager
 Sales Office Manager

At the three centres meetings were held with:

Centre Manager (CM)
 Director of Studies (DOS)
 Assistant Director of Studies (ADOS)
 Activity Manager (AM)
 Administrative Assistant
 Host school liaison person

Focus groups were held with:

activity leaders (ALs)
 individual liaison officers (ILOs)
 students
 teachers
 group leaders

At Dean Close School the inspectors observed morning assembly, testing and interviewing of new students by teachers and observed six teachers. At Aldenham School and Frensham Heights all teachers were observed. One inspector inspected all the residential accommodation at the three sites.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 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 There is a very clear structure of management and administration with high levels of staff continuity of employment. The organogram was revised during the inspection and now presents a much clearer overview of the staff structure. There are contingency arrangements in place for management cover. At Dean Close the CM resigned after ten days in post and the QTM took over the role. Staff reported that the arrangements for continuity of management were satisfactory.

M3 The job descriptions for all staff are set out.

M4 Channels of communication are effective overall. There are regular meetings at all levels, some of which are minuted, and staff at all the centres confirmed that formal and informal channels of communication were good.

Liaison staff at the host schools commented on good daily communications with the CMs and other staff.

M5 There are comprehensive and transparent human resources policies in place which are set out in an accessible staff handbook. Teachers at all the centres, the majority of whom teach abroad, were very satisfied with their face-to-face video interviews with the recruitment manager.

M6 Teachers' files are well maintained, with clear evidence that qualifications and experience have been carefully investigated and recorded.

M7 Staff reported that they were satisfied with their induction and felt sufficiently prepared for their respective roles.

M8 There are very satisfactory procedures for monitoring staff and for handling unsatisfactory performance.

M9 Staff development is given high priority. The school offers a sponsorship scheme each year for a maximum of two existing staff who wish to take a recognised TEFL-qualifying qualification in return for working for two years as a summer school DOS. The CMs received bespoke training for a first aid certificate. The summer centres deputy director received training at Child Safeguarding Level 3. All CMs, DOSs and AMs attended Emergency First Aid at Work (specialised for a school setting) training in June and July. Senior staff regularly attend English UK and Young Learner UK courses.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 Administrative procedures at Dean Close and Frensham Heights are very good. At Aldenham, where there is no administrator, the volume of work was clearly a challenge although duties had been delegated.

M12 The enrolment and testing procedures which the inspectors observed at Dean Close were carried out very efficiently. Students join classes on their second day and existing classes are merged at appropriate levels if needed.

M13 The records which the inspectors sampled were all complete. The school's systems are effective and accessible to key staff. Records of next of kin indicate their relationship to the student and their level of English.

M14 A comprehensive student attendance policy is in place across all centres and a minimum of three attendance checks is made each day. This is explained at induction and students are told that they can be disciplined for lateness or absence as 100% attendance is mandatory.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M16 All the points from the last inspection have been addressed with the exception of T18 (now T15, see below).
M17 The summer centres director, deputy director and a consultant undertook a major review of the summer school manuals in January 2014. As a result, the staff handbook, teachers' handbook, centre managers' manual and director of studies' manual were all substantially revised.
M18 Students complete mid-course and end-of-course questionnaires and these are sent to head office and checked by the summer school director and deputy director. Teachers, group leaders and the ILOs obtain initial feedback informally and any immediate concerns are communicated to the CM.
M19 CMs write reports at the end of the course, making suggestions for improvements.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity includes the website, printed brochures, an active Facebook page, Twitter, You Tube, LinkedIn and Google+. The website is the predominant medium and has translations into 12 languages using Google Translate. Churchill House main school students assist with translations into four languages.
M21 Publicity is written in clear and accurate English. The online help facility is administered remotely by a part-time webmaster.
M22 The descriptions and photographs used in the school's publicity provide an accurate picture of the summer centres' rooms, facilities, external areas and people.
M23 Course descriptions are detailed, with clear indications of levels and objectives.
M29 The 'frequently asked questions' banner partially obscures the accreditation marque. This was rectified during the inspection and the marque is now clearly displayed.

Management summary

The provision meets the section standard and exceeds it in some areas. There is regular communication between head office and the centres and communication at centre level is very good. Administrative systems are generally responsive to students' needs. The summer centres' quality assurance systems are effective. Publicity materials give accurate and comprehensive information about course content and facilities, in clear and accessible language. The management works effectively and responsibly to the benefit of its students. *Staff management, Student administration, Quality assurance and Publicity* 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 facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 At the three centres visited all the rooms and external spaces in use are spacious, comfortable and appropriate in number and size for the functions required.

R2 The condition of the premises at all centres is excellent, providing light, airy, well-decorated and furnished premises which were set in well-tended, extensive grounds.

R3 The classrooms at the three centres all fully meet, and often exceed, the required criteria.

R4 The dining rooms at each centre are spacious and the quality and range of food at Dean Close and Frensham Heights was good. The food sampled by the inspectors at Aldenham lacked taste but was just adequate. The questionnaires sampled at Aldenham showed general dissatisfaction with the choice, quality and quantity of food provided. (See also W15.)

R5 Signage at Dean Close and Frensham Heights is adequate. At Frensham Heights the inspectors drew attention to the fact that individual classrooms were not indicated on signage. This was rectified immediately. At Aldenham signs had not been laminated and were precariously fixed to walls.

R6 The teachers' room at Dean Close is large and conveniently located. There were no teachers' rooms at Aldenham or Frensham Heights but, in the latter case, this did not present a problem as teachers could use the spacious main office, with tables and chairs set aside for lesson preparation. Teachers at Aldenham reported that they found it difficult to work in the busy main office and they would have appreciated a dedicated room for lesson preparation, with access to a computer and printer.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 There is an adequate supply of learning materials which are appropriate to the type of courses. Staff at each centre reported that any requests for materials were delivered by head office the next day.

R8 Teachers reported that resources were adequate but that some materials were rather dated.

R9 There are good computing and printing facilities at each centre. At Dean Close teachers have access to interactive whiteboards. At Frensham Heights there is no educational technology, other than speakers in the classroom but teachers were satisfied with the provision.

R12 Centre DOSs send a report to head office with recommendations for review and development of teaching and learning materials. The inspectors were told that a major review of the syllabus is planned in 2015. (See T13.)

Resources and environment summary

The provision meets the section standard. The premises provide a very good environment for students and staff alike for learning and relaxation. Learning resources are adequate but would benefit from review. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T4 Teachers benefit from a roving QTAM who visits each centre. One DOS at Frensham Heights is TEFL-initiated only. He has over 15 years' teaching experience and has held three different management positions over eight summer schools. He is well supported by the Frensham Heights ADOS, who is TEFL-qualified, and by the QTAM who is based mainly at Frensham Heights.

T5 The inspectors accept the rationale for the Frensham Heights DOS in the context of this inspection.

Academic management

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

Comments

T6 Teachers are deployed according to their experience, with more experienced teachers deployed on advanced and elementary classes.

T8 ADOSs or DOSs are available for cover as needed.

T9 The syllabus is formulated in self-contained weekly blocks and the teachers' handbook contains advice on how to integrate students quickly into class.

T10 Teachers appreciate the support of the academic teams at each centre. Weekly workshops are held, led by the training manager or DOS, covering topics such as error correction and pronunciation.

T11 All teachers are observed at least twice by members of the academic team. Teachers who transfer to another centre are observed again. One observation is a short, informal 'drop in' which takes place during a teacher's first week. The other is a minimum 30-minute formal observation which requires teachers to produce detailed lesson plans. Feedback is handled professionally and constructively and teachers commented that they learn from being observed and value it.

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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The syllabus covers five separate weeks and consists of three 60-minute lessons each day. For the first two hours students have the same teacher. The first hour is usually coursebook based and in the second teachers may

choose supplementary books. For the third hour, students have either project work or excursion preparation. The outcome of project work is a 'Year Book' project in which students participate in the preparation of a magazine that is published on the school's website. The inspectors saw some very good examples of students' work at each centre.

T13 Course design is regularly reviewed in response to feedback from academic staff and teachers and a major review of the syllabus is planned in 2015. Teachers at one focus group commented that they would like more guidance on linking materials to the syllabus.

T14 Weekly plans are displayed on classroom notice boards and teachers highlight the main aims of the lesson on the whiteboard.

T15 There was no evidence that attention is paid to study and learning strategies.

T16 There are many opportunities for students to develop their language skills outside the classroom, for example, when carrying out tasks in preparation for class excursions to outside attractions and in participation in the activity programme which has very explicit aims to enable students to develop their English.

Learner management

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

Comments

T17 There are very thorough placement procedures. New students complete 50 multiple choice questions and four short written exercises. They are interviewed in pairs and join morning classes the following day. At Dean Close the inspectors observed placement procedures, which were efficiently carried out.

T18 Teachers monitor students' progress in lessons and class changes are made if needed. Students at the focus group reported that they had been placed at the right level.

T21 Students receive leaving certificates stating their progress on a sliding scale from A to C. However, there is no indication of how progress is measured and the reports are not linked to the CEFR 'can-do' statements, which would be of benefit to students. (See also T25 below.)

Classroom observation record

Number of teachers seen	6, 5, 7
Number of observations	18
Parts of programme(s) observed	All

Comments

At Dean Close six of the 11 teachers were observed as five teachers were testing/inducting students.

Classroom observation

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

Comments

T23 Generally sound knowledge was evident and accurate models were provided, with clear explanations. Models on the board did not include stress marks.

T24 Teachers anticipated pronunciation difficulties and how to approach them. Some good examples of differentiating between learners at different levels were observed.

T25 Topics were well chosen and course plans related to students' profiles. Learning aims were generally clear. At two centres there were a few instances of the needs of the students not being taken into account. Learning outcomes were not expressed in terms of what students can do.

T26 There was good sequencing of activities and a clear link between activities and aims. Warmers were well planned and appropriate.

T27 Good use was made of the whiteboard and data projector. At one centre the interactive whiteboard was used effectively and an example was seen of a teacher using a You Tube video to very good effect. Seating arrangements, in horseshoe formation, were generally satisfactory but at Dean Close two classrooms were arranged in rows and this inhibited the way in which groups could be managed.

T28 Elicitation and questioning were generally effective. Some good examples of light touch drilling were observed. Teachers were being attentive to groups but, in some cases, were not giving enough attention to errors, particularly on language that was the focus of the lesson.

T29 Teachers gave clear instructions and managed a variety of students' interactions effectively. Some examples of 'light touch' discipline were seen but strategies for dealing with L1 use were ineffective in some lessons.

T30 Teachers showed sensitivity to individual students' needs and students were generally engaged. Lessons were motivating and teachers knew their students well.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The overall standard of teaching was good. Teachers provided clear models for their students and demonstrated a good range of techniques. Teachers managed resources well. Attention to errors and strategies for dealing with L1 use were needed in some lessons. Lessons were generally interactive and student-centred and students were enjoying their lessons.

Teaching and learning summary

The provision meets the section standard. Academic staff are appropriately qualified and benefit from good support from a team of academic managers. The courses are well organised and adequately resourced and course design is principled. Student placement procedures are thorough. Teachers are well supported and offered good guidance, with a strong system of observation and feedback. The teaching met the requirements of the Scheme. *Academic management* is an area of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input 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 type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 The organisation takes the safety and security of its students very seriously and this was evident at each centre inspected. Appropriate measures are taken to ensure safety on-site. Risks have been assessed thoroughly and good measures taken to mitigate them. All staff and students wear ID cards on lanyards; there is round-the-clock supervision of students outside the classroom; residential accommodation blocks have locks on the doors, opened by codes or key cards; there are frequent roll-calls and students are accompanied across any road that bisects a campus. Fire drills are carried out at an early stage in each course both in teaching areas and residential blocks. A drill took place during the inspection at Aldenham: this was well organised, attentively monitored and all students

and staff evacuated the teaching area promptly.

W2 All staff are aware of a pastoral function to their roles, with the CM taking lead responsibility. ALs and ILOs have an important front-line role and students know this. The AM meets daily with the group leaders, who have an important pastoral role for their students. It is clear that CMs know the students well and carefully monitor any individuals who are having problems. The ALs do frequent room checks in the residences during the day. The induction for all staff covers safeguarding. No special needs had arisen in relation to religious observance, but it was clear that CMs were prepared to take account of possible needs.

W4 There are clear policies and procedures to address abusive behaviour, showing that the organisation will not tolerate it and has measures to deal with it. The student handbook, which is downloadable, and the junior handbook, which is issued during induction, both address this in clear, accessible language. There are clear notices displayed in the centres. It is also evident that staff closely monitor student behaviour and are alert to signs of bullying.

W6 Information on transfers is sent by the transfers manager at head office. There is helpful online information on the arrangements for each student, which agents and students can update themselves. Alternatively, the information is exchanged by email. It is clear and takes account of unforeseen circumstances, such as when a student cannot find a Churchill House representative at the airport.

Accommodation profile

Comments on the accommodation seen by the inspectors

One inspector visited all the residential accommodation buildings in use at each of the three centres inspected.

Dean Close in Cheltenham is the largest centre where there are four residential buildings of varying ages and designs accommodating a total of 156 students, ten group leaders and 21 Churchill House staff. Two buildings are located across a road with a regulated crossing that bisects the campus; the other two are on the main campus where the teaching and most of the activities take place. The furthest building is a ten-minute walk from the main campus. This comprises traditional 'public school' style accommodation with multi-bedded rooms and shared bathrooms. There is a small common area which staff also use at different times from the students. One of the bathrooms is also shared by male students and staff, again at different times and on a rota. The other building across the road is modern and purpose-built. Most of the rooms are doubles arranged in pairs with a shared en-suite shower and toilet between the two rooms. There are two common rooms, one with a TV. The two buildings on the main campus are close to the teaching area and have mostly double rooms with shared bathrooms. Both have good-sized common areas for relaxation. All buildings are mixed gender with clearly signed separation between the sexes, either by floor or by a physical boundary on the same floor.

Aldenham is the smallest centre and there are only two blocks, housing 67 students, six group leaders and 12 Churchill House staff. Male and female students are accommodated in separate buildings. The male block is an Edwardian building on three floors with multi-bedded rooms (from three to five per room) and shared bathrooms. There is a common area with a TV and a piano. The female block is across a road and is on two floors. It has mainly double rooms. There is a shared bathroom on each floor and a common area in the entrance hall.

Frensham Heights has two residential buildings housing 83 students, four group leaders and 16 Churchill House staff. The main house is only used by Churchill House for residential accommodation. It is mixed with boys and girls on separate floors. The rooms are spacious and light with beautiful views of the grounds and wooded hills beyond. The girls are mostly in doubles, some triples, with shared bathrooms. The boys are in large triple or five-bedded rooms with shared bathrooms. The boys' floor also benefits from a large common room with a TV and a computer room with four PCs and a printer. The other building is a short walk from the main house and teaching area and is a modern purpose-built block. Most of the rooms are singles with washbasins and shared showers and toilets. There is a common area in the entrance hall with a grand piano, a kitchen, another large common area on two floors for both sexes and a further smaller common area.

Although homestay accommodation was advertised as an option at the Cheltenham centre, in the event the school was unable to recruit sufficient hosts and homestay was not offered at the time of the inspection.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

W13 Information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 All the requirements are at least satisfactorily met and at Frensham Heights more than satisfactorily in a number of respects: there many rooms are exceptionally spacious and light, with beautiful views; the cleanliness and décor are very good; and the laundry service is not only daily, but is a same-day service.

W10 All the residential accommodation is inspected by the summer centres deputy director in the spring. Prior to the start of the programme in July, the CMs carry out damage checks, building risk assessments and general and supervision risk assessments.

W14 Students are aware that the CM is available to deal with problems. In each centre, it was evident that feedback is sought informally and that problems are dealt with promptly.

W15 The inspectors sampled the food provided in each centre. In no centre was it less than adequate. At Aldenham it was no more than this. At Dean Close it was entirely satisfactory. At Frensham Heights, it was good in terms of choice, quality of preparation and healthy options. All centres are able to meet special dietary requirements if these are signalled in advance.

Accommodation: homestay

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

Comments

None.

Accommodation: residential

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

Comments

W22 Cleaning overall was satisfactorily provided. Rooms and common areas at Frensham Heights were very well cleaned. The provision at Aldenham was satisfactory. At Dean Close, the cleaning was adequate. However, some rooms in Brook building were very untidy making it difficult for the cleaners to do their job.

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 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Information is given effectively but in different ways at the three centres. In the two larger centres, this is mainly done at the beginning of each day in the dining room, where there are announcements and students sign up for sports and activities. At Aldenham, the information is given by class teachers at the beginning of lessons and students sign up then. There are also noticeboards for activities and excursions.

W27 There are full and varied programmes at each centre. They are well resourced and well organised. The outline programme is drawn up by the activities and transfers manager after a review of the previous summer's programme, which takes place in the autumn. Service level agreements with the venue providers ensure access to the facilities booked. The AM in each centre then arranges the detailed timetable and rotas for the sports, activities and excursions on offer. The emphasis varies from centre to centre: at Dean Close and Frensham Heights, there is a wide range of sports and activities on four afternoons a week, with a half-day excursion on Wednesdays and a full-day trip at the weekend, whereas at Aldenham, there are at least two afternoon excursions a week, usually to London, and a full-day weekend trip with a lesser emphasis on sports and activities. All centres have good indoor facilities with plenty of scope for alternatives if the weather is bad.

W28 Risks on leisure activities have been thoroughly assessed, initially by the activities and transfers manager, who has drawn up general risk assessments for all the standard activities. The activity managers receive training at head office during their induction on how to adapt these assessments for specific activities and locations and they cascade this training to their ALs during inductions at each centre. ALs use the risk assessments as live documents and produce their own assessments for any new activities. There are clear guidelines on how to mitigate risks and on what to do if problems occur. One inspector accompanied a group of students during part of an excursion to central London in which the AL took the students from Oxford Circus to Westminster by underground in the rush hour. It was clear that both the AL and the students had been well briefed on how to stay safe; procedures were strictly followed with clear instructions and frequent musters and roll-calls throughout the journey and they worked effectively.

W29 ALs, who are recruited by the activities and transfers manager, direct the sports and activities, most of which do not require specialist training, and for these they are appropriately experienced. For activities such as swimming, high ropes and archery, where specialised supervision or direction is required, appropriately trained staff are either recruited as ALs or are hired locally, sometimes from the year-round staff of the school where the centre is located.

Welfare and student services summary

The provision meets the section standard and exceeds it in some areas. *Care of students* and *Leisure opportunities* are areas of strength. Accommodation systems work to the benefit of students and the residential accommodation provided is suitable.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

C1 There is a well-conceived policy in place with appropriate procedures to ensure the safety and well-being of students. The accommodation manager is the designated child protection officer, but the centre managers have delegated responsibility in each centre. There are clear procedures for safer recruitment and whistle-blowing.

C2 Appropriate training is provided at induction for all relevant staff. This is provided at head office for all managers and in centres for teachers and ALs. The group leader manual covers safeguarding in sufficient detail. Group leaders have frequent briefings from centre managers.

C6 In all centres, good provision was made for the safety and supervision of students outside lessons. Leisure programmes were appropriate and well managed. Attendance was rigorously checked. Supervision was sufficient and rules were clear and well communicated.

C7 There are good residential accommodation arrangements in each centre. All meals are provided. Overnight supervision is sufficient and staff are suitably trained. There is sufficient availability of first-aid trained staff.

Care of under 18s summary

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and on any leisure activities or accommodation provided.
