

Organisation name	CLAC (Cambridge Language and Activity Courses)
Inspection date	18–19 July 2017

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

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

## Recommendation

We recommend continued accreditation.

## Summary statement

The British Council inspected and accredited CLAC Ltd in July 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

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

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

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

## Organisation profile: multicentre

### 1. COLLATED DATA FOR WHOLE ORGANISATION (INCLUDING ELIGIBLE CENTRES NOT INSPECTED)

Inspection history	Dates/details
First inspection	1997
Last full inspection	2013
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) by this multicentre organisation	0
Other related accredited schools/centres/affiliates	0
Other related non-accredited schools/centres/affiliates	0

#### Private sector

Date of foundation	1985
Ownership	Name of company: CLAC Limited Company number: 06293834
Other accreditation/inspection	N/a

#### Premises profile

Address of Head Office (HO)	19 Church Street, Stapleford, Cambridge CB22 5DS
Addresses of centres offering ELT at the time of the inspection	Great Ballard School, Eartham, Chichester, West Sussex PO18 0LR Slindon College, Slindon, Arundel, West Sussex BN18 0RH
Addresses of any additional centres not open or offering ELT at the time of the inspection	N/a
Profile of sites visited	<p>The two sites are a five-minute drive from each other. Great Ballard School (GBS) is set in 20 acres of parkland with extensive playing fields suitable for a variety of sports and games. The dormitories, dining room, offices, staff room and students common room are located in the main house. The four classrooms used by CLAC, as well as the cookery room, the resources room and a large hall are located in separate blocks just outside the main building. Sporting facilities include a heated outdoor swimming pool with retractable roof, two tennis courts, a hard court for five-a-side football and playing fields with space for football, cricket and athletics.</p> <p>Slindon College (SC) is a large Tudor-style building set in 14 acres of parkland and playing fields. The dormitories, offices, dining rooms, staff rooms and student common rooms are in the main building. The five classrooms used by CLAC are located in separate blocks just outside the main building. The school has extensive playing fields where CLAC students can play football and other games. They can also use the heated outdoor swimming pool, tennis and squash courts.</p>

Student profile at peak at all centres	Collated totals in peak week: 17–21 July all centres
Of all international students, approximate percentage on ELT/ESOL courses	100
<b>ELT/ESOL students</b> (eligible courses)	
Full-time ELT (15+ hours per week) 18 years and over	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	13



General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

The age range is 8–13 at GBS and 13–17 at SC.

## 2. DATA ON CENTRES VISITED

<b>1. Name of centre</b>	Great Ballard School
<b>2. Name of centre</b>	Slindon College
<b>3. Name of centre</b>	
<b>4. Name of centre</b>	
<b>5. Name of centre</b>	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students, approximate percentage on ELT/ESOL courses	100	100				100	100			
<b>ELT/ESOL students (eligible courses)</b>	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a				N/a	N/a			
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	13				N/a	13			
Full-time ELT (15+ hours per week) aged under 16	23	43				23	43			
Part-time ELT aged 18 years and over	N/a	N/a				N/a	N/a			
Part-time ELT aged 16–17 years	N/a	N/a				N/a	N/a			
Part-time ELT aged under 16 years	N/a	N/a				N/a	N/a			
<b>Overall total of ELT/ESOL students shown above</b>	<b>23</b>	<b>56</b>				<b>23</b>	<b>56</b>			
Junior programmes: advertised minimum age	8	13				8	13			

Junior programmes: actual minimum age	10	13				10	13			
Junior programmes: advertised maximum age	13	17				13	17			
Junior programmes: actual maximum age	13	17				13	17			
Adult programmes: advertised minimum age	N/a	N/a				N/a	N/a			
Adult programmes: actual minimum age	N/a	N/a				N/a	N/a			
Typical length of stay (weeks)	2	2				2	2			
Predominant nationalities	Spanish, Italian, Russian					Spanish, Italian, Russian				

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres	1	2	3	4	5	1	2	3	4	5
Total number of teachers and academic managers on eligible ELT courses	3	7				3	7			
Total number of activity managers and staff	3	5				3	5			
Total number of management (non-academic) and administrative staff	3	4				3	4			
Total number of support staff (e.g. houseparents, matrons, catering)	1	1				1	1			

#### Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years relevant experience	1	2			
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category at centres visited)	0	0			
<b>Total</b>	1	2			

#### Comments

The academic manager at GBS was teaching for two hours and 55 minutes every morning. One of the academic managers at SC was teaching for one hour and 15 minutes every afternoon.

#### Teacher qualifications profile at centres visited

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

**Comments**

None.

**Accommodation profile**

<b>Numbers at time of inspection: at centres visited</b>										
Types of accommodation	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
<b>Arranged by provider/agency</b>										
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	N/a	N/a				N/a	N/a			
Private home	N/a	N/a				N/a	N/a			
Home tuition	N/a	N/a				N/a	N/a			
Residential	N/a	N/a				23	56			
Hotel/guesthouse	N/a	N/a				N/a	N/a			
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a				N/a	N/a			
<b>Arranged by student/family/guardian</b>										
Staying with own family	N/a	N/a				N/a	N/a			
Staying in privately rented rooms/flats	N/a	N/a				N/a	N/a			
<b>Overall totals adults/under 18s</b>										
	0	0				23	56			

<b>Centres</b>	1	2	3	4	5
<b>Overall total adults + under 18s</b>	23	56			

**Introduction**

CLAC has continued to run as a family-run business since it was set up in 1985. There are two directors. Administration and preparation for the summer course is organised from an office in Cambridge, where the directors are based. For the duration of the course, the directors, managers and all the staff live on site. Great Ballard school (GBS) and Slindon College (SC) have been used as the summer centres for many years.

At the time of the inspection the four-week residential summer course was in its second week. The courses offer general English lessons in the morning, followed in the afternoons by specialist workshops. Students can follow the classic workshop programme, with a choice between sports, art, cookery and fitness, or at extra cost, they can choose to have a professional coach for the workshops, in a range of sports and performing arts. The workshops are seen very much as part of the curriculum and give the students the chance to practise the language learnt in class.

Students book CLAC courses as individuals rather than in groups and a very high percentage of the students return each year.

The inspection lasted two days and a part day. The two inspectors spent one day at GBS, until late afternoon, and then travelled to SC, where they spent the rest of the day and the following day. At GBS meetings were held with the director, the centre manager, the DoS, the housemother, the social team leader, the GBS lettings and facilities manager, teachers, activity staff and a group of students. At SC meetings were held with the director, the centre manager/DoS, the enrolments manager, the housemother, the social team leader, the SC bursar, teachers, activity staff and a group of students.

All the teachers timetabled during the inspection were observed. All the residential accommodation was visited.

## Management

### Legal and statutory regulations

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

#### Comments

M1 The items sampled were satisfactory.

### Staff management

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

#### Comments

M2 The management structure is clear. The directors and small team who work at head office (HO) take on management, pastoral and administration roles at the two summer centres for the duration of the course. One DoS for each centre is recruited for the summer, both of whom have worked as teachers and DoSs for the school for several years. The director at SC shares the centre management role with the DoS and also forms part of the academic management team. The centre manager at GBS is the year-round HO general manager and was previously a teacher at the school. Continuity and succession planning are evident and training and/or job shadowing takes place.

M4 Communication is very effective. Many of the managers and staff return each year and are very used to working with each other. In both centres there are large staff rooms where daily morning and evening meetings are held. These are attended by all managers and staff, and minutes are taken. Additional briefing meetings are held as necessary. There are frequent communications between the two centres. Inductions and some training sessions are held at SC for staff at both schools to attend together. Communications with the host schools are excellent.

M7 Returning and newly recruited staff are sent information and handbooks before attending a two-day induction. The induction includes a quiz on the staff handbook, health and safety and safeguarding training for all staff and specific sessions for teachers and pastoral staff. All staff reported that they felt well prepared after the induction.

M8 There are very sound procedures in place for appraisal. During the first week all staff complete an appraisal form and this is followed up by individual meetings with the director. For teachers, these meetings take place after the first observation. Personal targets are set and agreed. During the last week of their employment, staff complete a second appraisal form, where they can assess their performance over the period of the course. There are procedures in place for handling unsatisfactory performance.

M9 Staff are encouraged to return each year, taking on additional or different roles and responsibilities. This enables returning staff to develop professional expertise in new areas. At least half of the staff are returners. All staff benefit from the training and development provided during the induction period and any additional support identified through the appraisal process. There is funding available for teachers to undertake further training. One of the current DoSs, as well as his predecessor, were funded in this way. Lifeguard training was provided for seven staff members the day before the induction. The HO general manager/centre manager and the HO enrolments/course co-ordinator have been funded to attend various training events through the year and to join professional interest groups in Cambridge.

### Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

#### Comments

M13 The database is very well maintained and easily accessible. Full details are entered about the parents and the emergency contact details. These include the level of English and any other languages spoken.

M14 The student attendance policy is very clear. Attendance is required at all lessons and for all activities. Students assemble every morning and afternoon and are escorted to their classrooms by staff.

#### Quality assurance

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

#### Comments

M17 A range of sources inform an end-of-course review, including feedback from staff, students, parents and the hosting schools. Use has been made of external consultancy, and comments from the previous inspection have also been thoroughly reviewed and actioned. Actions are planned to address any issues that have arisen during the course and to improve systems to allow smoother running for the next year.

M18 Students are given questionnaires in their first and last weeks. They can make suggestions on these or at any time via a suggestions box. Suggestions, with actions taken, are posted on the student notice board. Parents are also invited to complete an online questionnaire at the end of the course.

M19 Appraisal forms, meetings and questionnaires allow staff the opportunity to give feedback at the beginning and end of the course. Staff reported that they felt their input and suggestions were valued and there is evidence that appropriate actions were taken in response to their 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 checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

Publicity comprises a website with downloadable brochure and various social media sites.

M21 Publicity is written in clear, accurate English and partial translations of some pages are available in eleven languages.

M22 Photographs of inside and outside both schools and information give rise to realistic expectations. Students in the focus group made it clear that their expectations had been met or, in most cases, exceeded.



## Management summary

The provision meets the section standard and exceeds it in some respects. Students and staff benefit from a very well-established management structure and a high proportion of returning staff. The publicity is accurate and gives rise to realistic expectations. *Staff management* and *Quality assurance* are areas of strength.

## Resources and environment

### Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

R1 Both premises and their external areas offer ample space for students and staff. Residential accommodation and classroom spaces are negotiated annually with the hosting schools, who allow the use of all communal areas and outside spaces and facilities.

R2 Premises, grounds and both inside and outside facilities are maintained to a good standard and kept very clean by the teams of grounds and domestic staff. Each school has a rolling programme of redecoration. Maintenance staff are on duty throughout the period to deal with any issues.

R4 There are very large student common rooms at both schools. These are very suitably furnished with comfortable seating as well as tables and chairs. There are also halls at both premises used for whole school assemblies, performances and leisure activities. The nutritious and appetising meals are provided by the host schools' catering staff. Students reported very favourably on the food.

R5 The host schools allow their noticeboards, both in communal areas and in classrooms, to be covered with large sheets of paper. These are then used very effectively to present notices, information and students' work. Signage is very clear.

R6 Comfortable areas are provided at both schools for all staff to relax together and are also suitable for whole staff meetings. There are additional rooms, where resources are also kept, for the sole use of teachers and activity leaders.

### 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 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 Both centres have a wide range of commercially-produced books for juniors. There are half-class sets of various suitable coursebooks. Students are provided with notebooks, pencils, glue etc.

R8 Teachers have access to a good range of well-organised materials including numerous photocopiable and methodology books. Teachers are guided to online resources and materials and ideas sharing is encouraged.

R9 The technology in the classrooms and elsewhere is maintained by the hosting schools, whose staff are also available to provide support and training throughout the duration of the course.

R12 Resources are part of the annual reviewing process. Teachers can make suggestions for additional materials or resources during the course and requests are met as far and as quickly as possible.

## Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises and outside spaces provide excellent learning, recreational and residential spaces for students and a range of suitable spaces for staff for relaxation and the preparation of lessons and activities. The learning resources are well organised and sufficient in range. *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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Comments

T4 Both DoSs, one based at each centre, have a TEFLQ qualification and one has an additional young learner qualification. Both have several years teaching experience with young learners and summer school courses. One of the directors, also TEFLQ, was DoS for many years and still plays a very active part in academic management. She recruits all the teachers, assisted by the year-round, TEFLI general manager, and also reviews the course design and resources in preparation for the following year. She has extensive knowledge of, and experience in, teaching young learners.

### Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

T6 Teachers are deployed according to their preference and experience.

T7 Each class has three morning teachers, one before and two after the break. After lunch the classes re-form for the specialist workshops, which begin with input from one of the class teachers.

T8 Generally available for cover are two members of the academic management team, who are not timetabled to teach the morning classes and the centre manager at GBS, who is TEFLI.

T10 Teachers receive training as part of their induction. A shared training for teachers at both centres takes place at SC on two Saturdays during the course. The sessions focus on general classroom management, young learner techniques and also on needs as identified during the initial observations and appraisals. Short sessions are also arranged at each centre as needed. The DoSs are always available for informal support and guidance, which teachers reported was always extremely helpful. A programme of peer observations was being arranged and made possible because of the availability of cover.

T11 All teachers, including returning teachers, are observed within the first week of the course and the feedback is discussed during the initial appraisal. According to need, other observations may be arranged. Teachers receive written feedback, which includes points to work on. All teachers are observed for a second time towards the end of the course, the focus being on actions agreed at the first observation.

### 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 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 There is a weekly theme and, for the first morning class, a syllabus checklist of language items, which teachers can use as a framework. There is no syllabus for the two lessons after break, which focus on diary or skills work, but the teachers' handbook provides good ideas for activities.

T14 Teachers draw up a weekly scheme of work which is displayed in the classrooms.

T15 The development of study and learning strategies is left very much up to the individual teacher and some may focus on this aspect more successfully than others.

T16 Students choose from a range of afternoon workshop lessons with the aim of practising their English through topics such as cookery, art or sport. Some of these workshops, especially sport, have an input session by the teacher before the activity. Others are led entirely by the teacher. Students are also prepared for the excursions in lessons and enjoy the chance to use the language outside the school.

### Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

T18 All students have a weekly test to monitor learning.

T21 Every student receives a report at the end of the course. The group teacher, the social team leader and the director all complete a section of the report, giving students and parents an excellent summary of achievements.

### Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	Morning classes.

#### 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T23 Teachers demonstrated a sound knowledge of English language. They provided clear and relevant models, particularly spoken models.

T24 The topics chosen were, in most cases, relevant to the age and interests of the students. Some lesson plans had strategies in place for students with specific learning difficulties and for fast finishers.

T25 There was generally a coherent sequence of activities, leading towards the intended learning outcomes. However, the aims were not always expressed as outcomes and although menus were on the boards, these were not presented in a clear way to the students and in some cases were not referred to at all.

T26 A good range of appropriate teaching techniques was seen. These included pronunciation drilling, stress clapping, mind mapping, and effective eliciting. Games were used to practise vocabulary. In some cases concept and instruction checking was done effectively, but in weaker segments the level of language required to respond to the checking questions was too high.

T27 Furniture was arranged well in most cases to allow group work and games. The whiteboards were generally used well with occasional purposeful use of colour. Students enjoyed sticking work into their diaries and completing tailor-made worksheets.

T28 Positive feedback was delivered purposefully and encouraged students. Teachers in some cases were noting errors for delayed correction. On the whole, there were missed opportunities for error correction in language and pronunciation.

T29 Generally class feedback established whether learning of one stage of the lesson had been successful. In some cases, feedback from one or two students was accepted as confirmation that learning had taken place for the whole class and it was apparent that this was not the case for some students.

T30 Generally students were kept lively and engaged by the teachers, who managed the activities effectively. The pace was good and students became keenly involved in competitive team games. There was very good rapport in all cases between the teacher and students.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching ranged from good to only just satisfactory with the majority being satisfactory. Teachers chose topics and activities of interest to the students. The activities followed a logical sequence and were managed effectively by the teachers, who used a range of appropriate teaching techniques. The classroom environment and resources were generally managed effectively. Positive feedback was encouraging but there were missed opportunities for error correction. Students were engaged and enjoyed a positive learning atmosphere.

#### Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and are given very good support to ensure that their teaching meets the needs of their students. However, the development of study and learning strategies is left up to the individual teachers. Programmes of learning are managed well for the benefit of students. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

#### Welfare and student services

##### Care of students

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

## Comments

W1 At both centres an excellent provision is made for the the safety and security of students. There are detailed risk assessments for both premises, including their grounds, recently updated and appropriate to the ages and backgrounds of the summer school students. There is CCTV and coded entry on all external doors. Visitors sign in and wear identity lanyards. The swimming pools are locked when not in use. Four members of staff at each centre are certified lifeguards. Students and staff practise full fire evacuations at the start of each course. Staff are allocated responsibility for specific bedrooms and students in the event fire or other emergency. There are three first aiders identified at each school. The centre managers have emergency action plans.

W2 A very high standard of pastoral care is provided to students throughout their stay. On arrival, each has an individual interview with the centre housemother, who double-checks any medical or dietary requirements. Any medicines, and also passports, pocket money and return tickets are taken for safekeeping. Medical insurance and next-of-kin details are checked. Appropriate provision is made for special needs. Students have thorough inductions when they are introduced to all the centre staff and are also made aware of any host-school staff they might encounter. Centre staff are aware of their responsibilities for students' welfare and happiness and at the whole-staff meetings every morning report on any student whose wellbeing is a cause for concern.

W3 Both centres have a housemother who meets each student on their arrival and is clearly identified as the person to deal with any personal problems. The housemothers are closely supported by the two centre managers and by CLAC's founder and director, who lives on site at the senior centre throughout the summer. The managing director and his family live at the junior centre.

W5 For all off-site activities, students are issued with an identity card with CLAC's emergency number, which is the managing director's personal phone. They also have their centre manager's phone number and students' own phone numbers are collected on arrival.

W6 CLAC organises a free transfer service from and to Heathrow, Gatwick and Southampton airports.

W7 Students receive appropriate advice at their inductions and in the pre-course and illustrated student handbooks. Their comprehension of the rules is checked with a quiz.

W8 All students are required to have medical insurance and written consent from their parents or guardians for emergency medical treatment.

## Accommodation profile

### Comments on the accommodation seen by the inspectors

All students and staff live at the two host schools, which provide typical boarding-school accommodation and facilities. The housemothers at both schools showed one of the inspectors around.

## Accommodation: all types

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

## Comments

W9 Students sleep in bedrooms of from two to seven beds per room. The bedrooms at both centres are clean and in a good state of repair, with adequate hanging and drawer space for clothes. Students sleep in bunk beds or divans and reported that their beds were comfortable. There are suitable bathroom facilities. Some of the showers at SC have been upgraded since the last inspection. At both centres the boys' and girls' bedrooms are in separate areas and reached by separate staircases. Staff and housemother bedrooms intersperse those of students. At SC night patrols are conducted until 03.00 several times a week. There is a weekly (or more frequent if needed) laundry service for clothes, and towels and bedlinen are changed every week.

W11 The bedrooms at both centres are inspected every week against a checklist and any defects reported to the host school.

W13 Bedrooms are shared by students of a similar age but different nationality (unless parents specifically ask that brothers or sisters are accommodated together).

W14 There is a first week questionnaire and also suggestion boxes. The results are summarised and posted up for students to see, together with action taken or inaction explained.

W15 At both centres a very good standard of catering is provided. There are two hot choices at lunch and dinner, a

vegetarian option and a salad bar with bread and fresh fruit. Fruit is also available at break-times. Vegans are catered for. Asked by the inspector what they thought of the food, the children at GBS replied, "It is delicious!"

#### Accommodation: homestay

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

#### Comments

None.

#### Accommodation: residential

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

#### Comments

W22 The bedrooms and bathroom facilities at both centres are cleaned every weekday and also have any necessary cleaning and preparation for new arrivals at the weekends.

W23 The housemothers and centre managers are trained first-aiders. The housemothers hold and administer any medicines individual students bring, and contact the parents if anything is unclear. At both schools there is a first-aid room.

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

#### Comments

W26 The centres' activity and social programmes are well publicised on noticeboards, in the student handbook and by the centre's social team leader at the students' morning meeting.

W27 A full programme of afternoon and evening activities is provided. When there are no classes, there are organised sports, activities and trips to places of interest, with a full-day excursion on one weekday. Excursions and trips are prepared in advance in class and, where appropriate, students are provided with maps and quizzes.

W28 There are up-to-date risk assessments for all on-site and off-site activities and trips, which are signed off by the activity leader, and risk assessments for unsupervised free time on the centre sites. Staff supervising off-site activities carry first-aid kits and their students' phone numbers.

W29 An appropriate number of the activity leaders have lifeguarding certificates and/or are first-aid trained. The

social team leaders match their staff to activities according to their experience and skills.

### Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are well met. The accommodation provided is suitable and carefully managed. *Care of students, Accommodation, and Leisure opportunities* are areas of strength.

### Care of under 18s

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

#### Comments

All students are under 18.

C1 There is a thorough, up-to-date safeguarding policy which includes a staff code of conduct, safer recruitment and incident reporting procedures. A summary of the policy is presented in the staff handbook. The general manager is the designated safeguarding lead (DSL).

C2 All staff have received basic awareness safeguarding training; centre managers, housemothers and other senior staff and directors have advanced training and the DSL specialist training. All staff sign to confirm that they have read the safeguarding policy and codes of conduct.

C3 Publicity gives an accurate and detailed description of the level of care stressing the high staff:student ratios and 24-hour supervision. A separate section on the website describes the welfare and accommodation provision.

C4 All staff have current DBS checks or, if recruited abroad, a police certificate of good behaviour from the last country they worked in.

C5 Students are well supervised at all times. There is a high staff:student ratio of about one to four. The two social team leaders have worked for CLAC before and the activity leaders have two days of induction and training. At GB there is a social team of three and at SC of five. The supervision policy specifies a minimum ratio of 1:15 for on-site activities and 1:10 for off site, with a minimum of two staff. The school does not accept groups, with or without group leaders, so it accepts full responsibility for supervising its students at all times.

C6 There are clear rules for students set out in the pre-arrival and student handbooks. These are explained at induction and comprehension is checked with a quiz. Some rules are adjusted to the age of the students. There are also class rules agreed by the class at the start of the course. Students' access to their phones is restricted to two sessions a day.

### Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. There is good provision for the safeguarding of students under the age of 18 within the summer centres and in the leisure activities and accommodation provided. *Care of under 18s* is an area of strength.