

Organisation name	Concord College, Acton Burnell, Shrewsbury
Inspection date	10–14 July 2017

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

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

Recommendation

We recommend continued accreditation.

Summary statement

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

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

Strengths were noted in the areas of staff management, student administration, quality assurance, premises and facilities, learning resources, academic management, learner 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

Inspection history	Dates/details
First inspection	1984
Last full inspection	August 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) at this centre	Summer science, maths and economics course Summer university preparation course
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1949
Ownership	Name of company: The Bell Concord Educational Trust Ltd Company number: 1503040
Other accreditation/inspection	ISI

Premises profile

Address of main site	Acton Burnell Hall, Acton Burnell, Shrewsbury, Shropshire SY5 7PF
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	<p>The college is set in extensive grounds in the village of Acton Burnell in the Shropshire countryside. The hub of the summer course is located in the main college building, where there is a large reception and seating area with noticeboards and a video display, the main directors' office, and the Haven, a dedicated room for younger learners under 12. The main school reception, where all visitors sign in, is also in this area. A staffroom is also located in this main building, along with some classrooms and the medical centre. The principal's office, the bursary, the administrators' offices and other main school areas are on the first floor of this building. Further classrooms are located in an adjacent building, which also houses the teachers' workroom and academic management areas, as well as on other parts of the campus, all within a few minutes' walk. Other buildings include the dining room, a performing arts centre with facilities for drama, music, art and photography, two sports halls, the residential houses, a computer room and the "West End", a student common room. The extensive campus facilities include a heated indoor swimming pool, rugby and football pitches, a climbing wall, a high ropes facility, a running track and volleyball, basketball and tennis courts.</p>

Student profile	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	58	58
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	19	19
Full-time ELT (15+ hours per week) aged under 16	161	161
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	180	180
Junior programmes: advertised minimum age	10	10
Junior programmes: actual minimum age	10	10
Junior programmes: advertised maximum age	17	17
Junior programmes: actual maximum age	17	17
Junior programmes: predominant nationalities	Russian, Chinese, Spanish	Russian, Chinese, Spanish
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: actual minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a
Number on PBS Tier 4 General student visas	N/a	N/a
Number on PBS Tier 4 child visas	N/a	N/a
Number on short-term study visas	114	114

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	22	22
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT 10–19 hours a week	18	
Number teaching ELT under 10 hours a week	4	
Number of academic managers for eligible ELT courses	4	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	7	
Total number of support staff	157	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	2
Total	4

Comments

Academic managers are not timetabled to deliver any teaching.

Teacher qualifications profile**Profile in week of inspection**

Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	19
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	3
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	22

Comments

The three staff with QTS only hold PGCE secondary qualifications in appropriate subject areas.

Course profile

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

The college runs two residential junior courses each summer in July and August for 10 to 17 year-olds. Classes consist of general English lessons (15 hours per week) and Active English lessons (six hours per week). The Active English classes are taught by a mixture of EFL-trained teachers and subject specialists in sports, the arts and outdoor pursuits.

Accommodation profile**Number of students in each at the time of inspection (all students on eligible courses)**

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	180

Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
Arranged by student/family/guardian		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	0	180
Overall total adults + under 18s	180	

Introduction

Concord College was founded in 1949 and moved to its current premises in 1973. It has operated as a charitable trust since 1983. The college offers GCSE and A level courses to international students, as well as its very established summer course, which now consists of two short programmes, of three and four weeks respectively, run in July and August. Three strands are on offer: English language, science, maths and economics, and a university preparation programme.

Since the last inspection, the previous part-time director of summer courses has retired and the new summer course director role is a full-time, year-round post. The director is fully integrated into the main school year, including relevant meetings and the quality review cycle. Summer course staffing consists of main school staff and specially recruited summer staff, including a significant number of returners.

The inspection took place in the second week of the July course and took two inspectors three full days, two half days and a part day. Meetings were held with the principal, the summer course director, the director of studies (DoS), three assistant directors of studies (ADoSes), the fire, health and safety officer, the safeguarding manager, the senior administrator, the facilities manager, three matrons, two members of the medical team, activity leaders and lifeguards, pastoral assistants, five group leaders and the head of sport. Two focus group meetings were held: one with teachers and one with students. All teachers timetabled during the inspection were observed. One inspector visited the residential accommodation.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 summer school structure is extremely clear to both staff and students, and conveyed through staff photographs with roles and titles on the main noticeboard, as well as a clear organogram. Continuity and succession planning are evident and training and/or job shadowing takes place. The summer school is exceptionally well integrated into the year-round school; the role of the summer course director is full-time, year round, a significant number of summer course staff are permanent members of main school staff, and key services staff work year round, including during the summer course, with holidays arranged accordingly, to ensure continuity. Staffing levels and structures allow for effective cover and contingency arrangements.

M4 Communication channels are clear to all, effective and operate both formally and informally. A daily meeting for all staff takes place each morning, and regular meetings on all areas are supplemented by notices and reminders. An electronic system for logging concerns can be seen at any point by a range of staff members so that communication of key details is instant. The summer school director also attends main school bursary meetings during term time.

M5 Comprehensive procedures, checklists and templates are in place for each stage of the recruitment process, as well as evidence of a full and thorough interviewing process. Staff files are very well maintained and demonstrate consistent implementation of procedures.

M7 All staff benefit from an extremely thorough, well organised and documented induction process. Attendance is a contractual requirement and induction takes place over three days prior to the start of the summer school, in paid time. As well as plenary sessions, staff attend the areas of training and briefing relevant to the roles they are undertaking.

M8 Arrangements for appraisal are wholly appropriate for a summer school context, and consist of short meetings early in the course to set objectives and agree a development plan if appropriate. This may be supplemented by a short observation of the staff member carrying out their role. In the case of teachers, appraisals are all based on classroom observation. Any areas for development or concern are followed up in an appropriate timescale. The process is both supportive and well documented.

M9 All staff benefit from extensive training and development provided during the induction period and any additional support identified through the appraisal process. This is not a blanket approach, as arrangements are different for different roles, as well as for new and returning staff. Within the short period of the summer school, the support and opportunities offered are excellent, and it is evident that a commitment to continuing professional development is part of the ethos of the organisation.

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

Comments

M11 Parents receive an initial contact email with links to a range of sources of information, as well as a promotional video. Communication is then ongoing through email and/or telephone, to give parents an opportunity to ask questions and form a full picture of the summer school. Students in the focus group made it clear that their expectations had been met or, in most cases, exceeded.

M14 Attendance and punctuality policies are made extremely clear to staff and students alike, and students in the focus group were able to describe in detail what was expected of them and what happens in the case of any lateness or absence. All students are required to register with their swipe cards on arrival in class or at an activity and can therefore be easily located and/or logged as missing.

M15 Both staff and students are made aware of the student code of conduct, and the consequences of breaking rules. This information is clearly presented in appropriate language in the student handbook, as well as on noticeboards, and emphasised to students at induction. The staff handbook and induction for staff also cover this information clearly and comprehensively.

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

Comments

M17 Debriefing meetings at the end of each course feed into planning for the following year, and this process fits around the main school review cycle. A range of sources inform this review and planning, including feedback from staff and students, agents, group leaders and parents. Use has been made of external consultancy, and comments from the previous inspection have also been thoroughly reviewed and actioned.

M18 Student feedback is collected in a wide range of ways, including a first impressions questionnaire and an end-of-course survey. All students are asked about accommodation and food as part of the test session at the end of the first week, and all are asked standard questions every evening as part of bedtime registration checks with houseparents. There are numerous additional opportunities for comments, including a suggestions box and a worry box with special forms at the reception area. Responses to suggestions and concerns are produced by the director and posted on the noticeboard. Feedback is also captured through parents and group leaders, and all feedback is logged, acted on and included in the director's response.

M19 An informal open-door policy operates so that any staff member can discuss any concerns. A voluntary first impressions form is given out at the end of the induction period, and all staff complete a similar one at the end of the course as an exit survey. Comments are captured and form part of the planning process, and a newsletter is circulated with a director's response to feedback. Even though the majority of staff are on a short-term, temporary basis, many return year after year and communication can be kept up outside the summer school period.

M20 The complaints process is clearly spelt out with appropriate language and visual presentation in the student handbook. All complaints go through the administration team, a record is kept on the relevant student file and the appropriate staff members or teams contacted to address the complaint.

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 consists of a website and a printed brochure, which can be downloaded from the website. A video is also produced. Some social media accounts are used, managed by the director.

M21 Language is clear and accessible to parents, rather than being aimed at children. A number of translations are produced according to recruitment patterns.

M22 Publicity includes very clear descriptions and photographs of the college and its facilities, which are fully representative of the student experience.

Management summary

The provision meets the section standard and exceeds it in some respects. Staff are very well managed in all respects and summer continuity is greatly enhanced and supported by the staffing and structures of the year-round school. Student administration is effective and helpful, and quality assurance is a clear part of the ethos of the whole organisation. *Staff management, Student administration and Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 The premises are both impressive and extensive, with well-maintained grounds and gardens with seating, a range of well thought out communal areas offering ample space for students outside class time, spacious working and relaxation areas for all staff, and good technological systems to facilitate information retrieval.

R2 Premises, including the boarding houses, are very well maintained and spotlessly clean throughout, and benefit from a regular and comprehensive decorating and maintenance programme. Grounds and gardens are immaculately maintained.

R3 All classrooms are spacious and quiet with good natural light, and look out over the college grounds and surrounding countryside. They are extremely well maintained and equipped, with appropriately flexible furniture and good facilities for display.

R4 There are a number of areas with comfortable seating, particularly in the main hall, where students can relax. All meals are taken in the dining hall, which provides an outstanding range of highly palatable food with very good choice and plenty of healthy options. Care has been taken to cater to the tastes of both different age groups and nationalities, and staff and students commented very positively on the food.

R5 The main hall noticeboard is appropriately located outside the directors' office, at the hub of the summer centre. It is very large and visually attractive, regularly maintained and full of useful and interesting information and news. A video also plays in the main hall seating area. There is clear signage to classrooms and other areas of the campus.

R6 The main school library is dedicated to the summer school and provides ample space and facilities, including workstations and facilities for copying and printing, for teachers and the academic management team. The directors' office provides another large working area, and the main staffroom for all staff is very spacious and provides hot drinks and cakes, as well as comfortable seating.

Learning resources

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

Comments

R7 A very well organised and wide range of up-to-date learning materials is available, including coursebooks, supplementary materials, shared teacher-produced materials, and a good selection of photocopiable materials. There are plentiful additional further resources for games, competitions and similar activities, including buzzers, dice, games and visual resources.

R8 Teachers have access to a good range of well-organised materials, including articles on methodology especially selected and posted up. Materials and ideas sharing is encouraged and additional materials can be found on the teachers' shared drive. Appropriate subscriptions to online resources are in place.

R9 All classrooms are equipped with interactive white boards and projectors, and teachers receive training in their use. Responsive support is available through one of the ADoSes and through the main school ICT support team and helpdesk. Teachers have good access to computers and facilities for reproduction of materials, and there is reliable Wi-Fi provision.

R12 Regular review of resources takes place during the course through normal meetings and discussions, and

requests for additional resources are responded to promptly. End-of-course questionnaires for staff provide feedback which is then carried forward to the year-round planning cycle.

Resources and environment summary

The provision meets the section standard and exceeds it in most respects. Learning resources and premises support and enhance the students' experience, as well as providing a wholly appropriate professional environment for staff. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

Academic staff profile

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

T1 Rationales were provided for the two teachers who did not hold a Level 6 qualification. Both rationales were accepted in the context of this inspection; in one case because of evidence of engagement with post-school education; in the other case because of relevant life experience.

T4 The DoS is TEFLQ and has been in charge of academic management each year since 2009. She is supported by three ADoSes, two part-time and one full-time. One of the ADoSes is TEFLQ.

T5 Rationales were provided for the two members of the academic management team who were not TEFLQ. These rationales were accepted in the context of this inspection because both were TEFLI with extensive relevant experience, and roles and responsibilities were appropriately assigned and supported.

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 checked="" 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 sent a questionnaire about their preferences before the start of the course, and for new teachers, part of the interview is used to establish areas of confidence and preferences. The DoS then allocates teachers to different classes according to both strengths and preferences, and with succession planning in mind. Active English classes are allocated to teachers with specific skills who volunteer.

T7 The timetable is produced with the needs of students in mind, clearly laid out, and made available to teachers in good time.

T8 There is excellent provision for cover as teachers are invariably paid for more hours than they teach, so that there is always some spare capacity. Cover lessons are available on file, and the academic management team do not teach and are always on site if required.

T10 Teachers benefit from extremely high levels of support throughout the course. The academic management team have specific time slots for coaching and consultation, and one or more of them, or the two senior teachers, are always on hand to help with lesson planning or offer support and advice. Input sessions are held twice weekly, with areas identified through observations and/or staff feedback and requests. Teachers are encouraged to lead these sessions wherever possible and attendance is mandatory for at least one such session, although numbers attending are generally high.

T11 Teachers are all observed by the DoS or the TEFLQ ADoS at least once, and follow-up observations take place

in a timely fashion if seen as necessary or helpful. Feedback is supportive and constructive and these observations form the basis of the teacher appraisal system for the summer programme. Peer observation is well organised and supported and teachers are required to take part in at least one peer observation during their stay.

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 checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 Course design is linked to the Common European Framework of Reference (CEFR) descriptors. There is no set syllabus, but a coursebook is provided for the general English element of each class, which teachers are encouraged to use as a guide, together with sample lessons and weekly plans. Whilst this is potentially demanding for teachers, the underlying principles are clearly spelt out and extensive help, support and guidance are available.

T13 Course design is thoroughly reviewed at the end of each course, taking into account feedback from both teachers and learners. Teachers are encouraged to negotiate content with their students and this can also inform feedback.

T14 Teachers produce weekly plans, which are posted in all classrooms.

T15 The student handbook is very attractively produced and full of useful information. It can also be inverted and then becomes a journal and notebook in which to capture learning. Students also have a large box file in which to store photocopied handouts from their classes. However, it was not clear that these very useful aids to support independent learning were widely or fully used.

T16 Material is available for teachers to prepare lessons thematically linked to excursion destinations, and other leisure activities form an integral part of the students' life in the UK. Active English lessons form a key part of the overall programme and provide excellent opportunities for learners to use and be immersed in English language for the activities on offer.

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

Comments

T18 Students are given weekly progress tests and one-to-one tutorials to ensure clear target setting and support to achieve goals set.

T21 Detailed end-of-course reports are produced for all students and include input from the individual student's teacher, two Active English teachers and houseparents. These are well presented and based on records kept throughout the programme by the relevant staff.

T22 A number of summer course students go on to study in the main school, and can be referred to the dedicated admissions team for advice on this or other aspects of mainstream UK education.

Classroom observation record

Number of teachers seen	22
Number of observations	22
Parts of programme(s) observed	All

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 generally provided clear models and knowledge of language systems, although awareness of areas such as register and frequency was variable. Phonemic script was used in the strongest segments, but in general teachers did not provide their students with very much additional information about language, such as, for example, parts of speech or stress patterns. Some language explanation was not accurate or rigorous.

T24 Clear lesson plans were provided for all lessons, and included information about previous areas covered. Lesson content was generally appropriate and interesting to students, although no specific information was provided on individual students' needs and/or any anticipated problems. Lesson aims were not always clearly stated, particularly in terms of target language.

T25 Relevant outcomes and logical staging were evident in almost all lessons observed, and students were supported in manageable tasks to build interest. Planned outcomes were often written on the board, but not always in language accessible to students. In the weakest segments, stages were omitted and/or lessons did not identify or focus clearly on planned language outcomes.

T26 A range of appropriate teaching techniques was seen, including effective eliciting and monitoring, good use of checking questions, and thorough practice of new vocabulary. Some use of choral repetition was observed, but there were points in a number of lessons where students would have benefited from more opportunities to practise pronunciation. Some attention was paid to study skills, but this was not the norm. In weaker segments, meaning was not effectively checked with all students and there was a tendency to ask individual students for definitions without effectively including others.

T27 A range of resources was seen, including smartboards, whiteboards, videos, handouts, games, and visuals, all effectively and confidently managed. Most whiteboards were clear and well organised. Seating arrangements were generally appropriate and varied.

T28 Teachers provided plentiful encouragement and praise, and used monitoring to coach and support where needed. Self and peer correction was encouraged. In general, there was insufficient correction of errors, particularly at higher levels and with pronunciation.

T29 Regular recap and review was seen in both planning and delivery. In stronger segments teachers used a range of ways to evaluate learning at the end of each stage before moving on, including asking students asked to self-evaluate.

T30 An extremely positive atmosphere and high student involvement was observed in the majority of classes. Good classroom management was seen, appropriate to the age group, including the use of teams, rewards, points, timing, buzzers, and movement. There was a good variety of activity, pace and interaction patterns. Nomination and questioning were used well to involve and engage learners. Teachers' own language was generally clear and well graded. In a few cases, teachers talked at length and/or above the level of the students without engaging them or ensuring they understood, and in some lessons, weaker or less enthusiastic students were not effectively monitored to ensure participation, especially in groupwork.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from just satisfactory to excellent, with the majority of segments judged to be good. Generally clear models were provided, but awareness of some areas of linguistic systems was not consistently evident. Teachers planned lessons appropriate to the needs and interests of their groups, making use of a range of appropriate techniques and ensuring regular recap and review, but aims were not always clearly identified. Classroom resources were used effectively and students were engaged in well managed and varied activities. Insufficient attention was paid overall to study skills, pronunciation and error

correction.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teaching staff are appropriately qualified, extremely well supported and benefit from strong academic management. Course design is appropriate, carefully monitored and regularly reviewed. Learners are managed effectively. The teaching observed met the requirements of the Scheme. *Academic management* and *Learner management* are areas of strength.

Welfare and student services

Care of students

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

Comments

W1 Day and night security teams provide round-the-clock surveillance. 120 CCTVs are monitored constantly by security staff and school staff have controlled access to monitors on their PCs. Access to boarding houses is through electronic key pads and magnetic locks operate at night for additional security. All staff receive thorough health and safety training as part of their induction and there are very comprehensive risk assessments in place.

W2 Students are allocated to boarding houses according to their age and gender and houses with younger students have a matron to care for them, in addition to houseparents. The under-12s are accompanied and supervised by pastoral assistants throughout the day. Staff carefully monitor meal times, particularly the younger students, to make sure they are eating well. Staff can enter any concerns onto an electronic log. This, and the electronic registration log, are carefully monitored by safeguarding and welfare staff throughout the day and appropriate actions taken and recorded. There are two multifaith rooms and students are accompanied to places of worship on request.

W3 The designated safeguarding lead (DSL) and the school counsellor talk to all the new students at the welcome meetings in the boarding houses and students know that they can go to them with any personal problems. The DSL has a very visible presence at all break and meal times, but if students approach other members of staff with a personal problem, all staff know the procedures for logging concerns or to refer the problem directly to the DSL or course director.

W4 There are comprehensive policies and procedures for dealing with abusive behaviour and the school has effective strategies in order to address their responsibilities relating to the Prevent strategy.

W5 Students have the number on their lanyards. Phones located outside their bedrooms allow easy contact with security staff or the course director, who holds the emergency phone and is resident on-site.

Accommodation profile

Comments on the accommodation seen by the inspectors

Four boarding houses were visited: one very recently built block accommodating 61 girls, aged 10–14; one other block, constructed three years ago, accommodating 37 boys, aged 15–17; an older block accommodating 19 boys, aged 14, and the main house accommodating 22 boys, aged 10–11. Most students are accommodated in single bedrooms, with a few sharing double bedrooms.

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

Comments

W9 Student bedrooms in all the houses were of a good standard and well maintained. The bedrooms offer ample storage space and a desk. All the bedrooms have a basin and some of the older students have en-suite facilities. The majority share numerous shower and toilet facilities, which have recently been updated, and are located in all the corridors. All bed linen is provided and changed on a weekly basis and the in-house laundry service also provides a weekly personal service, and ironing for all students.

W11 The maintenance manager is responsible for ensuring that all the necessary safety checks are carried out according to rigorous schedules and that all the accommodation is maintained to a certain level. There are bi-annual, thorough and comprehensive inspections, and in-house domestic staff report any issues on a daily basis.

W12 The scheduling and detailed results of all the required tests are recorded on a database. Notes are also kept here of actions required as a result of the tests and dates for completion.

W15 A team of chefs prepare the meals, taking into account all special dietary needs and allergies. Students are offered a wide variety of nourishing and appetising hot and cold dishes at every meal, with fresh fruit available all day. The ingredients are fresh and locally sourced whenever possible.

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

Comments

W22 The in-house domestic staff are responsible for their own corridors. Bedrooms, shared facilities and common areas are thoroughly cleaned every day.

W23 There are two school nurses available until 22.00. Some of the houseparents are first aid trained and all the security staff, who have clearance to treat students in their bedrooms if necessary. One of the summer school matrons is also a trained nurse.

Accommodation: other

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

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 The Active English component of the curriculum offers students a wide choice of activities and sports outside the classroom, where they can use their English. These include: outdoor education, such as canoeing, hill walking and ropes; sports, both on playing fields and courts outside and inside in the sports hall and fitness centre; swimming and water polo; performing arts; music; art; cookery. Each student chooses two Active English options. After lessons, students can choose to participate in the leisure programme, which offers a wide variety of sports and activities. The full-day and half-day weekly excursions offer students the chance to visit places of interest.

W27 The planning and preparation of the Active English and leisure programmes continues year round. The course director and two assistants ensure that the students can have their choice of activity and that groupings of students and staffing are correct in terms of safety and supervision for each activity and excursion. In the case of bad weather, the activities are swapped around or re-located to the ample spaces inside.

W28 Every activity and excursion is thoroughly risk assessed by the health and safety officer, who works year round for the main school. The risks are assessed in advance and then updated to take account of the group and the current circumstances. Staff are thoroughly briefed just before the activity or excursion and receive the risk assessment and emergency procedures as hard copies to refer to. At the end of each event, staff are required to give feedback. The outdoor education staff are qualified to conduct their own risk assessments.

W29 The Active English leaders are all qualified teachers in their subject and they are assisted by the ELT teachers. All sports and outdoor education teachers are qualified to administer first aid.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Rigorous security measures are in place at all times. Students are very well cared for by pastoral and other staff throughout the day and in their boarding houses. The boarding houses are very well maintained and offer a good standard of accommodation. The Active English and leisure programmes are very well organised and offer students the opportunity to experience a wide range of activities and excursions. *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 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 checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Only students under 18 are enrolled on the course and 10 is the minimum age allowed.

C1 The safeguarding policy is very thorough and reviewed annually. The DSL is a full-time, year-round post and she is supported by three safeguarding officers (DSOs), who are all trained to specialist level. They are clearly named in the policy.

C2 Two hours during the induction is allowed for both in-house safeguarding training, led by the DSL, and access to online training modules. Houseparents and matrons complete an induction to boarding module. Year-round staff are all fully trained.

C3 Information about the levels of care and supervision is given in the policies, the parental agreement forms and also in specific information for parents, all of which are found on the website. However, information about the levels of supervision for the different age groups is not always clear. This lack of clarity for some age groups was addressed during the inspection.

C4 The HR department follows rigorous safer recruitment procedures. There are thorough risk assessments made and measures in place to ensure that the few staff appointed with checks pending are not allowed unsupervised access to students.

C5 There are different and appropriate levels of supervision, according to age, for both on-site and off-site activities. The 10–11 year-old students are supervised at all times. It is not compulsory for students aged 12+ to attend the on-site leisure programme, but under-14s are not generally allowed unsupervised time on excursions. Group leaders can choose to supervise their own groups on excursions, at the course director's discretion, and receive adequate briefing beforehand. The staff to student ratios are good and a minimum of two staff are always present at every activity.

C6 Rules, made clear during induction, in the students' code of conduct and handbook, are provided for any unsupervised time. Students are required to swipe their electronic registration cards at certain times and locations throughout the day. Any lateness, picked up immediately on the electronic registration log, is followed up. When on excursions, students have to be in a pre-approved group of four and the frequency that they are required to check into a meeting point is age specific. There are also clear rules about when students can return to their boarding houses during the day. Curfew times for returning to the boarding houses and for lights-out are clear.

C7 All students are accommodated in the boarding houses with all meals included. There is a very good staff to student ratio in the boarding houses. First aid is provided by the residential or security staff and there is a well-established arrangement with the local doctor in the case of emergencies.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. The safeguarding policy and procedures are thorough and regularly reviewed. The experienced DSL and DSOs ensure that staff receive adequate and appropriate training and rigorous safer recruitment procedures are in place. The supervision in place is appropriate and specific for different ages and activities and the rules for any unsupervised time are very clear. The boarding house accommodation and meals are well-supervised and of a very good standard. *Care of under 18s* is an area of strength.