

Organisation name	Country Cousins, Ilfracombe
Inspection date	25–26 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 Country Cousins 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 language teaching organisation offers courses in general English for under 18s.

Strengths were noted in the areas of student administration, quality assurance, course design, care of students, 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	2010
Last full inspection	July 2013
Subsequent spot check (if applicable)	July 2014
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	Guardianship, sports activities and academic placements
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Ilfracombe Academy (for academic placements)

Private sector

Date of foundation	1951 as a homestay provider only, 1973 as a language school
Ownership	Country Cousins Ltd Company number: 05696793
Other accreditation/inspection	N/a

Premises profile

Address of main site	Channel School of English, Bicclescombe Park, Ilfracombe EX34 8JN
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	The company owns the premises in Ilfracombe, which are situated on rising ground with easy access to a sizeable public park. The premises, known as the <i>Channel School of English</i> , comprise a two-storey house and outbuildings which were specifically constructed to provide extra capacity. There is also a covered outdoor area and some grassed open ground, both of which are furnished with barbecue-style tables. The accommodation comprises 14 classrooms of varying sizes, reception and offices, a small computer room for students, a staff kitchen and a teachers' workroom.

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
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	29	46
Full-time ELT (15+ hours per week) aged under 16	171	207
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	200	253
Junior programmes: advertised minimum age	7	7
Junior programmes: actual minimum age	7	7
Junior programmes: advertised maximum age	17	17
Junior programmes: actual maximum age	17	17

Junior programmes: predominant nationalities	German, Czech, Italian, French, Spanish, Chinese	German, Spanish, French, Czech, Italian
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	17	21

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	8	10
Number teaching ELT 20 hours and over a week	6	
Number teaching ELT 10–19 hours a week	2	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	14	

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)	N/a
Total	2
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	7
Holding specialist qualifications only (specify)	N/a
YL initiated	N/a
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	8
Comments	
None.	

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input 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 school offers mini stays of five to six days for school groups throughout the year, except Easter, July and August. During Easter, July and August courses are for seven to 17 year-olds (groups or individuals). The course package includes English and one activity selected from a list of eleven, including scuba diving, football and street dance. The activities form an integral part of the course structure and are outside the remit of this inspection. Students can only change their chosen activity at the end of a week. In addition, a leisure programme is provided for three half-days, three evenings and one full day per week.

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	193
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
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	7
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	200
Overall total adults + under 18s	200	

Introduction

Country Cousins (CC) is a long-established family-run organisation originally set up in 1951 to enable children and teenagers to spend holidays with local families. English teaching was introduced in 1973, and the current Channel School of English (CSE) premises in Ilfracombe were acquired in 1980. The present owners took over the business in April 2006. CC is the holding company and operates out of CSE. Courses are advertised as CC courses, and CSE is the English language school it currently runs. CC also runs guardianship services, and a fleet of buses and minibuses, and private school placements.

Since the previous inspection, the number of activities available for students to choose from has increased from seven to eleven. The previous director of studies (DoS) left the school in August 2016. A TEFLI senior teacher with twenty-two years of teaching experience in the school provided academic support in the winter months when needed until an appropriately qualified DoS was appointed in March 2017.

Several years ago, the school and local police force set up a joint venture in the town to enable local youth to interact with the international students (PALS). Local youth, mainly the children of homestay providers, sometimes participate in events in the school and go on trips with them. This programme won a British Council innovation award in 2014. There were five to seven PALS in the daytime at the time of the inspection and ten in the evenings.

Over half the students come in groups and nearly all students come through agencies. There are a small number of direct bookings (two per cent) and nearly 14 per cent are returning students.

The inspection lasted two days. Meetings were held with the managing director and the school principal (the owners), DoS, assistant director of studies (ADoS), welfare and accommodation manager (WAM), and operations manager (OM). A separate meeting was held with the managing director to discuss his role as social programme co-ordinator. Group meetings were held with students, teachers, group leaders (GL), and activity leaders (AL). Informal discussions were held with individual drivers. All teachers timetabled during the inspection were observed and departures to the activity programme were sampled. One inspector visited three homestays.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 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 year-round permanent management team consists of the two owners, who act as managing director and school principal, the DoS, OM and WAM. Other management and administrative roles are temporary. Responsibility is mainly clearly divided and roles are understood by all staff, GLs and the students. Cover arrangements are clear and appropriate. However, there is some overlap in the roles of principal and WAM in relation to homestay providers.

M4 In most areas communication is very good. There are regular meetings with staff and there are formal meetings with the GLs twice a week. Meetings are minuted. Communication is constant and immediate through the use of radio transceivers with activity staff and drivers, and group messaging applications for different categories of staff. However, there could be more cross communication between the activity and academic staff.

M7 There is thorough induction for all staff in paid time and the process is supported by checklists. For new administrative staff a job shadowing system is in place. All staff receive copies of all the relevant policies, with a particular focus on safeguarding. Staff commented favourably on their inductions.

M8 Managers are given an appropriate appraisal twice a year and temporary staff are appraised at the end of their contract.

M9 Management and support staff have attended training sessions on a range of topics including first aid,

safeguarding and health and safety. There is a clear and appropriate continuing professional development policy (CPD) for temporary teachers during the summer period. Support is available for upgrading qualifications.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M10 The management team handles most student administration with the support of office staff. A lot of the pre-course administration is carried out by overseas agencies. Cover arrangements are satisfactory.

M13 Student records sampled were complete and up to date with full details of students' local addresses and emergency contacts. The records are held both on paper and electronically, and are readily accessible to authorised staff.

M14 An effective policy is in place and is clear to students and teachers. Classroom checks are made by the ADoS and absences followed up immediately, with the support of GLs. Written details are included in the teachers' handbook and the student manual.

M15 A very clear discipline and exclusion policy is posted on the school website, and is available in the student handbook. It includes a staged process which allows for warning and an opportunity for improvement, with appropriate sanctions.

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

Comments

M17 Systems and procedures are under regular review. There is a session each September incorporating feedback from staff, students and GLs to evaluate the year's programme and to make plans for the coming year.

M18 Students give verbal feedback regularly to their GLs, who communicate it to centre staff, and when necessary action is taken. Written individual student feedback is collected in the middle of the first week of the course and at the end of their stay. Feedback is analysed electronically.

M19 The school has adequate means in place to obtain staff feedback, including staff meetings, appraisals and a suggestions box. There was no evidence that action taken was systematically recorded.

M20 Most students' complaints are dealt with immediately with the assistance of the GLs. There is clear information in the student handbook about who to talk if students are unhappy with aspects of their course. There is an indication of an ultimate option of complaint to an independent body on the school website.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school's publicity includes a website, redesigned in March 2017, a brochure, which can be downloaded from the website, a newsletter, USB cards and a manual for agents, and a social media presence.

M21 The text of the publicity is written in English that is mainly appropriate to the level of the students. It is accurate and clear throughout. There is a Chinese version of the brochure and the website can be translated electronically into over 100 languages.

M22 Information about the services offered is detailed and accurate, and pictures are attractive and helpful. A claim made about the school's British Council innovation award was updated during the inspection.

M24 The information covered by this criterion is detailed and very easy to find.

M25 All the information covered by this criterion is very clear and well laid out for ease of access.

M28 Publicity claims that all teaching staff are qualified, but one teacher at the time of the inspection did not have an appropriate TEFL qualification.

Management summary

The provision meets the section standard and exceeds it in some respects. Staff management and administration are well handled and operate to the benefit of students. Quality assurance procedures facilitate review and aim at continuous improvement. Publicity is generally accurate and produced to a good standard overall. *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 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 checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

R1 Internal areas vary greatly in terms of size and comfort, but are satisfactory overall.

R2 The building is in a good state of repair and clean throughout. Décor suits the student population and is in keeping with the brand of the provider. Thought has been given to making premises which are restricted in size and difficult to access as suitable and attractive as possible.

R3 Most classrooms are of an adequate size for the number of students using them but some are cramped and are stuffy in hot weather.

R4 There is a covered outdoor area which provides a pleasant environment for relaxation outside class times, together with a grassed area. Students also have access to the adjacent public park. Facilities suitable for use in poor weather are limited and students use classrooms when necessary. Packed lunches are provided to students by their homestay hosts and barbecue-style food is available to purchase at lunchtime. There are several vending machines.

R5 Directional signage is clear and consistent and helps newcomers find their way round a small but complex site. Noticeboards are visually attractive, informative and regularly maintained.

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

Comments

R7 Learning materials for all classes, together with teaching notes and supporting materials, have been developed by the current DoS for online access and are mainly appropriate for the students in the school. Some older print material in packages is also available.

R8 As well as links to online resources, there is a range of print resources available to teachers, including coursebooks. However, most of the print material is intended for adult students and not for younger learners.

R9 Projectors and tablets are available for classroom use, and there are computers available for student use. All are well maintained. The managing director, an information technology specialist, is on hand to deal with any maintenance issues.

Resources and environment summary

The provision meets the section standard. Although the school has limited space, it provides a pleasant environment for students and staff. Most of the learning resources support and enhance the studies of students enrolled with the provider.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input 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

T2 One teacher did not have an appropriate ELT qualification.

T3 The rationale was accepted within the context of this inspection. The teacher had completed a school-based TEFL course with six hours' observed teaching practice and had completed a PGCE (English), followed by two years of teaching English in further education.

T4 The DoS has been employed by Country Cousins to work at the Channel School of English on a permanent full-time basis since February 2017. She has appropriate qualifications and twenty-six years of experience working with juniors, including teaching, teacher training, and ELT management in a summer school. The assistant ADoS has appropriate qualifications and seventeen years of ELT teaching experience, including ten years with juniors. She has worked for three years on other summer courses in the UK. This is her first year working on a summer course with Country Cousins.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments

T6 Teachers are responsible for two groups (one in the morning and one in the afternoon) for a three-week period. Each class is taught by two teachers. Teachers are allocated to classes according to their experience and preferences.

T7 A complex timetable is in operation, which is flexible and responsive to need, and partly zig zag. Courses are divided into 'sets' (Set A: 15–17 years-old; Set B: 12–15 years-old; Set C: 11–13 years-old + young learners 7–10 years-old). Each set has a separate programme which interlocks with the other sets and consists of at least one block of English lessons in the morning per week. Students are then divided into groups according to their age, level and the activity they have selected. Teachers are made aware of the week's topic online before the start of the week but do not know the level of the students until the end of the first day after testing.

T8 Cover is provided by the ADoS and the DoS. Neither has a regular teaching commitment. There was no evidence that they had been called upon to the detriment of their academic management duties. Classes are never cancelled or doubled-up.

T10 The DoS and ADoS provide a high level of guidance and support for teachers. There is an appropriate CPD programme linked to observations. Programmes of work and materials are provided for the teachers online and each teacher is given a 'tool box' containing tablets, board pens etc. Teachers were warm in their praise of the support they were given.

Course design and implementation

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

Comments

T12 Courses are based on a recently introduced three-week syllabus, which identifies a daily topic and a weekly theme. Flexibility is encouraged to meet the specific needs of a class. The principles are clearly stated to teachers and students in their handbooks.

T13 The syllabus was completely rewritten earlier in the year by the newly appointed DoS. As yet there has been no formal review involving student feedback.

T14 Each week each class uses the same theme as the basis for language practice appropriate to their level, and each classroom has an attractively presented poster outlining the week's learning objectives.

T15 Each student is given a professionally produced workbook containing activities which integrate into the lesson, as well as self-assessment reflection tasks.

T16 In the second lesson of the day teachers are expected to link lessons more closely to the students' stay in Ilfracombe, and include such activities as preparing questions for the homestay hosts and PALS helpers. The workbook contains a section for each day on using English outside the classroom.

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 type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

T19 Ten students were taking an external speaking examination. They were mixed into general classes and taken out for four sessions of exam preparation in a two- to three-week period.

T21 Students receive an academic report including a final grade summary and personalised comment.

Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	English lessons in the morning.
Comments	

One of the observations was of the ADoS acting as cover teacher.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Most classes were activity based and teachers were not required to show their knowledge of linguistic systems. When vocabulary was dealt with too little information was given about pronunciation and usage and the words were not practised.

T24 Lesson content was based on the syllabus and online materials. It was generally relevant to the students' needs and interests and appropriate to their ages. The more advanced level materials provided a suitable challenge to the learners but some of the material for the younger learners was less appropriate for the context. In the weaker lesson segments observed there was too little awareness of individual learning needs and teachers were insufficiently aware of the cultural backgrounds of the students. Class profiles were mainly over general.

T25 There was little evidence of learning outcomes made explicit and shared with the students. However, activities were logically planned and delivered, and were linked to the syllabus.

T26 A variety of techniques relevant to the age of the students and the focus of the lesson was observed in the better lesson segments. These included class mingles, pair work and games, and getting students to help with boardwork. However, some of the techniques used were less effective with younger learners.

T27 In general the classes were well managed and classroom furniture was arranged to maximise student interaction. Good use was made of projectors, tablets and mobile telephones for learning purposes. Boardwork was less effective.

T28 Hardly any correction was given when it would have been appropriate to do so. In general students did not receive sufficient feedback on their performance after speaking activities.

T29 In the better segments teachers reviewed work done in previous lessons.

T30 Language was mainly well graded, and in the main instructions were clear. There was a positive and purposeful atmosphere in most classes, but in some segments observed too little use was made of personalisation to engage the students.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to just satisfactory with a majority of the lesson segments observed being satisfactory. Lessons were syllabus based, and lesson content was mainly relevant to the interests, ages and cultural background of the students. Techniques were generally varied and appropriate, particularly for the older learners, but there was insufficient support for new vocabulary. Technical resources were well used to meet the needs and interests of the students. There were many missed opportunities for error correction and for giving feedback on performance. Students were active in most classes and there was a positive learning atmosphere, but more use could have been made of personalisation to engage the students.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Most teachers are appropriately

qualified to teach the course offered, and are given good academic management support to ensure their teaching meets the needs of the students. Programmes of learning are very well designed and well managed. The teaching met the requirements of the Scheme. *Course design* 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 Overall, the criterion is met. Safety and security is taken seriously and there are good measures in place. There is CCTV on site, visitors sign in and wear visitor lanyards, all staff wear staff lanyards and students wear wrist bands. Fire drills are held every month, and fire and electrical equipment is checked regularly. Risk assessments cover most areas but not all potential risks are identified, and not all assessments have an appropriate action plan with date.

W2 Students receive good levels of pastoral care. All the administrative and management staff interact with the students on a daily basis and problems are quickly identified and dealt with appropriately. There was evidence of staff dealing sensitively with issues such as homesickness.

W3 Staff are clearly identified in the student handbook, at the induction meeting and on the photoboard outside reception. In the student handbook the principal is identified as the person to speak to with personal issues, but in practice students speak to the principal, the accommodation and welfare officer, or either of the administrative staff on reception.

W4 The student handbook sets out the student behaviour policy very clearly and in language appropriate for young students. The policy is framed positively; students are expected to be polite, kind and respectful to each other and to staff, and examples are given of what this means. There was recent evidence of staff upholding this policy when dealing with a disagreement between two boys in homestay accommodation. A three-stage disciplinary procedure is clear.

W5 Three members of staff rotate responsibility for the emergency phone on a daily basis.

W6 Students are encouraged to use the school's own transfer service, using the school's fleet of mini buses and drivers. Costs for this are clear.

W7 Students are given a great deal of useful information in the student handbook. This is appropriately presented for the age group of the students, with good use of colour and pictures. The student workbook incorporates the main points of the information given about rules, regulations and the law in an 'agreement' which students sign.

W8 Students are encouraged to take out medical insurance but are taken to the local medical centre or local accident and emergency department when necessary. There is a good relationship between the school and these local services.

Accommodation profile

Comments on the accommodation seen by the inspectors

The three homestays visited were within a fifteen-minute walk of the school. All three offered shared twin rooms, although one was hosting a single student. One provider had a separate bathroom for the students' use.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

W12 Accommodation registers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W9 One of the homestays visited offered a room that was rather small for two students to share but which had the required facilities. All homestays visited met the requirements of the Scheme.

W10 A clear checklist is used to ensure that all prospective homestay providers have Gas Safe certificates, fire risk assessments, two references and DBS checks for the household.

W11 The safeguarding policy states that accommodation is visited every 12–18 months, but the WAM stated that these visits took place every two years.

W12 Homestay providers are given assistance in completing all the necessary paperwork, and files were generally complete. However, several homestays did not have Gas Safe certificates on file. All but one of these were produced by the end of the inspection. The database does not contain information about visit or certificate renewal dates, meaning that staff have to consult individual paper files to retrieve this information.

W13 Students' parents receive a letter containing information about their child's homestay provider, whether or not they will be sharing a bedroom and whether they will be walking to school or catching the school bus. The information is comprehensive and useful, but long and consequently difficult to access for parents whose level of English is not high.

W14 Students are asked for feedback at the beginning and end of their courses. Any issues with accommodation identified in the initial feedback are followed up promptly, and all feedback is fed into the database for further analysis by the director. There was evidence of the principal and WAM being proactive in dealing with the potential isolation of a student and making changes to accommodation to facilitate greater integration.

Accommodation: homestay

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

Comments

W17 A comprehensive booklet gives hosts a great deal of useful and relevant information, including payment schedules, cancellations and the time students must be home.

W19 Some students were sharing rooms with students with the same language. This had been the arrangement with their agent over a number of years and written confirmation documenting the agreement was obtained during the inspection.

W21 Hosts pick up their students from a central meeting point before taking them home on their first day.

Accommodation: residential

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

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
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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 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 leisure and activities programme forms a central part of the school's provision. Students are taken on a wide variety of sporting activities and excursions, many of which involve local children. Photos are posted on social media sites.

W27 The leisure programme is varied, though with a focus on sport. It is efficiently organised and well resourced. Students have three day activities, three evening activities and one full day excursion included in their course package. Activity leaders run all the activities and commented on the usefulness of the preparation packs they receive and the smooth running of all activities. School buses take the students to and from their various destinations.

W28 Written risk assessments for all activities are read and signed by the activity leaders. Several members of staff, including two activity leaders, have first aid training.

W29 All sporting activities are led by qualified coaches, with the appropriate training, experience and certification. Students benefit from being involved in local sports clubs and receiving expert tuition, often together with local children.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Students are well cared for in a secure environment. The accommodation meets the requirements of the scheme and the management of the accommodation systems is generally good, working to the benefit of students. Leisure opportunities are plentiful, appropriate and well managed. *Care of students* 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 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The school's provision is entirely for under 18s, catering for children aged 7–17.

C1 There is a thorough safeguarding policy in place, with longer and shorter versions available for different stakeholders. The designated safeguarding lead (DSL) and two designated safeguarding persons (DSP) are identified and have appropriate training. Not all aspects of the policy have been made relevant to the organisation; for example, there is a section on 'vulnerable adults'.

C2 Managers take seriously their responsibilities of making the safeguarding policy known and providing appropriate training. All teachers and activity leaders have received basic level training, while the director, principal, WAM and DoS have all had advanced level training. Safeguarding forms part of the annual induction and other stakeholders, for example hosts and group leaders, showed a good level of awareness of the policy.

C3 The level of care and support offered to under 18s is good, but not very easily accessible as it is partly available in publicity and partly in other documentation.

C5 Students are supervised by teachers or activity leaders from 09.00–17.00 every day, including during lunch time and breaks. Students are able to use the park next to the school and activity leaders patrol this area to ensure safety.

C6 Generally, arrangements for the supervision and safety of students outside lessons and activities is good. Students, their parents and homestays are given clear home times, differentiated according to age. There are also 'free time' rules, which students and hosts receive. However, some of this information is vague; for example, students are told they must not be absent from their homestays for 'long periods of time' without checking in. Similarly, hosts are told they must inform Country Cousins of 'any information you deem necessary' regarding a student's free time.

C7 All students are placed in homestays, unless they are staying with their own families. The WAM tries to place students in homestays with children of a similar age. Younger children (7–11 year-olds) are collected and returned by the school bus, older children either walk to school or take the school bus, which stops at a variety of places, so that students have no more than a five-minute walk to the stop. All meals are provided, though students may supplement their packed lunches by buying food from the lunchtime barbeque.

C8 Parents or guardians, group leaders and agents are all provided with the 24-hour contact number of the school. Contact details for parents, guardians or agents are kept on file and accessible at all times.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation with good training offered to all relevant personnel. Supervision of students is good in school, on leisure activities and in the accommodation provided.

Care of under 18s is an area of strength.
