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| Organisation name | Didac School Eastbourne |
| Inspection date | 22–23 May 2018 |

| Section standards | |
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| Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. | Met |
| Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed. | Met |
| Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme. | Met |
| Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation. | Met |
| Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided. | Met |

| Recommendation |
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| We recommend continued accreditation. However, evidence must be submitted within three months that weaknesses in Safeguarding under 18s (S3, S4) have been addressed. |

| Summary statement |
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| <p>The British Council inspected and accredited Didac School Eastbourne in May 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers courses in general English for under 18s.</p> <p>Strengths were noted in the areas of care of students, accommodation, and leisure opportunities,</p> <p>The inspection report noted a need for improvement in the area of staff management.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p> |

Introduction

Didac School Eastbourne is part of the Didac Schulen group, a Swiss company founded in 1907 in Bern. The school in Eastbourne joined the group in 1997. Other schools in the group offer: French in Lausanne and Geneva, German in Bern, and Italian in Lugano. All the schools offer a year abroad or half-year abroad programme very closely linked to the Swiss school curriculum for year ten. The core of students are aged 15–17, although some students may be 14 or 18 if they happen to be in the year ten group. There have been no summer vacation programmes since 2015, and there are no plans to introduce them. All students live in homestays.

The company markets its courses in Switzerland through local advertising, visits to schools and information days, allowing direct access to potential students and their parents/guardians. All enrolments are processed through the head office in Switzerland.

The inspection took place over two days. The inspectors had meetings with the principal, the exams liaison officer, the syllabus co-ordinator, the head of wellbeing, the homestay organiser, the secretary, the principal's secretary, and the leisure programme organiser. Separate focus group meetings were held with the teachers and the students. All three teachers were observed twice. One inspector visited three homestay hosts.

Address of main site/head office

16 Trinity Trees, Eastbourne, East Sussex BN21 3LA

Description of sites visited

The school is located in a Victorian house in a residential street close to the seafront, the town centre and the station. On the lower ground floor there are two classrooms, a relaxation room and a toilet. On the ground floor there is a front office/reception, two offices, a student common room with kitchen, two classrooms and three toilets. On the first floor there are four classrooms, two offices and a computer room. On the second floor there is a teachers' room and a classroom. There is a garden at the front of the house with seating, and parking at the rear for staff.

| Course profile | Year round | | Vacation only | |
|---|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| | Run | Seen | Run | Seen |
| General ELT for adults | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| General ELT for juniors (under 18) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| English for academic purposes (excludes IELTS preparation) | <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"/> |
| Teacher development (excludes award-bearing courses) | <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"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

The school offers two programmes: a year abroad programme from September to June and a half-year abroad programme from February to June. The programmes consist of 14 ELT lessons of 40 minutes (9.33 hours) per week plus two lessons (1.33 hours) of coaching, and either 12 or 16 lessons (8.00 and 10.67 hours respectively) of subject lessons. Only the 14 ELT lessons fall within the remit of the Scheme.

Accommodation profile

All students stay in homestay accommodation in Eastbourne. Homestays are between a five-minute walk and a fifteen-minute bus ride away. The three homestays visited were all hosting single Didac students only, although two sometimes also host students from other language schools.

Summary of inspection findings

Management

The provision just meets the section standard. The management of the provision operates to the benefit of the students and staff in accordance with the provider's stated goals and values. Some of the operational systems related to organisation planning, staff management and job descriptions are not very effective. There is a need for improvement in *Staff management*. Publicity is appropriate for the school's target markets, which are entirely Swiss.

Report expires 31 March 2023

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation, and are particularly suitable for long-term students. There is a range of learning resources appropriate to the age and needs of the students.

Teaching and learning

The provision meets the section standard. The academic staff have appropriate teaching qualifications and experience. They are given support and guidance from managers and from each other. The courses are well designed with the exam-focused elements being well supported by more innovative material that exploits the classroom and opportunities beyond the classroom. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The wellbeing of students is central to the ethos of the school and a great deal of attention is paid to their specific needs. The accommodation is appropriate and accommodation systems are good. Leisure opportunities are varied, well managed and thoughtfully planned to cater for the needs of different students. *Care of students*, *Accommodation* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. There is a safeguarding policy in place and good safeguarding training for school staff. The supervision of students is satisfactory overall. However, the parental consent form is insufficiently detailed, and references are not collected for homestay providers.

Evidence

Management

| Strategic and quality management | Met |
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| M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff. | Met |
| M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them. | Met |
| M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times. | Not met |
| M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part. | Met |
| M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded. | Met |
| M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded. | Met |
| M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation. | Met |

Comments

M3 The structure of the ELT operation is not clearly documented. Operational roles are not explicitly defined and lines of communication are not made clear. Job titles vary with, for example, the person in charge of welfare being referred to in different places as 'social welfare officer', 'student welfare officer' and 'head of wellbeing'. Reference is made to a 'vice principal', but the post does not exist. The computer system does not facilitate effective file sharing and information storage.

| Staff management and development | Need for improvement |
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| M8 The provider implements appropriate human resources policies, which are made known to staff. | Met |
| M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these. | Not met |
| M10 There are effective procedures for the recruitment and selection of all staff. | Not met |

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| M11 There are effective induction procedures for all staff. | Met |
| M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff. | Not met |
| M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation. | Met |

Comments

M9 There are no clear job descriptions. Duties of staff are only presented as a list of responsibilities which does not cover all their roles. The list of duties does not include safeguarding responsibilities (including the DSL role) or arrangements for cover. They are not dated and there is no information on lines of reporting or a date for review.

M10 The recruitment policy does not make it clear that a Level 6 qualification is a requirement. Two of the three teachers did not have a Level 6 qualification. Qualifications for some of the teachers had not been fully investigated or verified.

M12 Staff development reviews take place annually; they identify development needs and plans for the future. However, there is no capability policy. There was evidence that concerns expressed by students about some teachers were not adequately addressed. An appropriate capability policy was produced and added to the staff handbook immediately after the inspection, and this is no longer a point to be addressed.

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| Student administration | Met |
| M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service. | Met |
| M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay. | Met |
| M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity. | Met |
| M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff. | Met |
| M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts. | Met |
| M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently. | Not met |
| M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course. | Met |
| M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint. | Met |

Comments

M19 There is an attendance and lateness policy but it is not presented in a clear format. Action taken is not logged, and effective action against persistent offenders does not appear to have been taken in some instances.

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| Publicity | Met |
| M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources. | Met |
| M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English. | Met |
| M24 Publicity gives clear, accurate and easy-to-find information on the courses. | Not met |
| M25 Publicity includes clear, accurate and easy-to-find information on costs. | Met |
| M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18. | Not met |
| M27 Publicity gives an accurate description of any accommodation offered. | Met |
| M28 Descriptions of staff qualifications are accurate. | Met |
| M29 Claims to accreditation are in line with Scheme requirements. | Met |

Comments

All marketing for the school takes place in Switzerland. It is directed solely at the parents/guardians of Swiss school students and is delivered entirely in French and German. It consists of: information evenings and presentations for parents and students; advertisements in Swiss media; attendance at career fairs; visits to schools; a website and

printed brochures in German and French only. The Eastbourne school has a website in English with information about current student activities but this is a means of communicating with the parents of current students, rather than a publicity tool.

M23 The criterial requirement for publicity to be in accurate and accessible English is not applicable in this context. The first language of all potential clients is either French or German, and the publicity is available in these languages. The publicity is therefore accessible since it is produced in the target languages of the students.

M24 Courses are mainly described as a number of lessons, with each lesson being 40 minutes, which is the norm in the Swiss school system. The minimum and maximum enrolment ages are not consistently described; students are all in the same school years, but ages can range from 14 to 18.

M26 The printed and online publicity does not fully describe the level of care and the arrangements for safeguarding and supervision outside class times.

M27 This appears to be met, but detailed translations of the French and German publicity material were not available.

M28 This appears to be met, but detailed translations of the French and German publicity material were not available.

Premises and resources

| Premises and facilities | Met |
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| P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff. | Met |
| P2 Classrooms and other learning areas provide a suitable study environment. | Met |
| P3 Students have adequate room and suitable facilities for relaxation and the consumption of food. | Strength |
| P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally. | Met |
| P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information. | Met |
| P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking. | Met |

Comments

P3 The common room area provides a very comfortable and spacious area for relaxation, with kitchen facilities, games and activities and a piano. There is sufficient space for students to consume their packed lunches. In addition to the common room, there are other 'chill out' rooms, one containing guinea pigs in a large cage, soft seating and lockers, another with a fish tank and bean bags, a third with a drum kit and keyboard.

| Learning resources | Met |
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| P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered. | Met |
| P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised. | Met |
| P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning. | Met |
| P10 Any facilities provided for additional or independent learning are appropriately equipped and organised. | Met |
| P11 Students receive guidance on the use of any resources provided for independent learning. | N/a |
| P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation. | Met |

Comments

All criteria in this area are fully met.

Teaching and learning

| Academic staff profile | Met |
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| T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications. | Not met |
| T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching. | Met |
| T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners. | Met |
| T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership. | Met |

Comments

T1 Two of the three teachers do not have a Level 6 qualification. The individual rationales for the two teachers were accepted in the context of this inspection, as they have both had relevant post-compulsory education. However, the fact that two-thirds of the teaching team do not have Level 6 qualifications means that this criterion is not met.

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| Academic management | Met |
| T5 Teachers are matched appropriately to courses. | Met |
| T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms. | Met |
| T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers. | Met |
| T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected. | N/a |
| T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers. | Met |
| T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager. | Met |

Comments

All criteria in this area are fully met.

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| Course design and implementation | Met |
| T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance. | Strength |
| T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students. | Met |
| T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students. | Met |
| T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills. | Met |
| T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course. | Met |
| T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK. | Strength |

Comments

T11 Courses are focused on a series of internationally recognised examinations. The courses are supplemented by a range of innovative in-house materials, which not only support the core exam-based lessons, but also ensure awareness of British culture is incorporated throughout the duration of the study programme. The courses also successfully build an interest in reading for pleasure and ensure motivation appropriate for long-term students.
T16 There is a strong commitment to extending the learning opportunities beyond the classroom. Under the guidance of their teachers, students plan excursions to museums and theatre productions; they are set appropriate learning objectives when they are out of the class. Homestay hosts are recruited on the understanding they are contributing to the students' learning and communication skills.

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| Learner management | Met |
| T17 There are effective procedures for the correct placement of students, appropriate to their level and age. | Met |
| T18 There are effective procedures for evaluating, monitoring and recording students' | Met |

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| progress. | |
| T19 Students are provided with learning support and enabled to change courses or classes where necessary. | Met |
| T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. | Met |
| T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians. | Met |
| T22 Students wishing to progress to mainstream UK education have access to relevant information and advice. | N/a |

Comments

All criteria in this area are fully met.

Classroom observation record

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| Number of teachers seen | 3 |
| Number of observations | 6 |
| Parts of programme(s) observed | English language teaching |

Comments

None.

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| Teaching: classroom observation | Met |
| T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English. | Met |
| T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account. | Met |
| T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities. | Met |
| T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners. | Met |
| T27 Teachers promote learning by the effective management of the classroom environment and resources. | Not met |
| T28 Students receive appropriate and timely feedback on their performance during the lesson. | Not met |
| T29 Lessons include activities to evaluate whether learning is taking place. | Met |
| T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere. | Met |

Comments

T23 Awareness of language systems was generally sound, with the exception of phonology, where little attention was paid to modelling spoken language and dealing with first language interference.

T24 Material was appropriate to the needs and interests of the students. Lessons plans provided only limited student profiles.

T25 Lessons had clear intended learning outcomes, but these were not always made known to the students. Aims were listed on the board in some observed segments.

T26 A limited range of teaching techniques was observed. Checking of understanding, for example through the use of concept check questions, was not very evident.

T27 Teachers did not exploit the potential of the classroom and the range of resources at their disposal. All lessons were static with no movement of students or consideration of effective furniture arrangements. Instructions were not clear and were often directed to just a few of the students. Checking that instructions had been understood was not seen in the observed segments.

T28 Teachers praised their students appropriately. There was no evidence of correction techniques being used; key errors in the target language went uncorrected, especially in the area of phonology.

T29 There was occasional reference to work covered previously with the aim of reinforcing the use of taught language.

T30 There was a positive learning atmosphere in most of the classes, but students were sometimes unengaged. In the stronger segments teachers used nomination effectively and varied activities to improve the pace of the lesson.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to barely satisfactory, with the

majority being satisfactory. Teachers were aware of the needs of the students and had a range of appropriate material at their disposal. However, the materials available were not fully exploited: class activities were often static, the use of resources was limited and techniques such as checking understanding and dealing with error were generally not evident.

Welfare and student services

| Care of students | Area of strength |
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| W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location. | Met |
| W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students. | Met |
| W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems. | Strength |
| W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these. | Met |
| W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing. | Met |
| W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs. | Strength |
| W7 Students receive advice on relevant aspects of life in the UK. | Strength |
| W8 Students have access to adequate health care provision. | Strength |

Comments

W3 All staff and homestay providers are made aware of the pastoral needs of young people away from home for five or ten months. The school also employs a 'head of wellbeing', a therapist in training, who is able to provide staff with guidance and students with 'coaching' lessons in life skills, as well as individual therapy as necessary.

W6 All students are brought to the UK by staff in Switzerland. They are then met in Eastbourne by the principal, school secretary and homestay organiser, as well as all the homestay providers. The cost is included in the fees.

W7 The first week in the school year is devoted to orienting the students to life and study in the UK. Students are given a handbook with all the relevant information and are also taken on a walking tour of the town, registered with a local doctor, and given lessons and activities on aspects of UK life.

W8 Health provision is good. Students are registered with a doctor, either by the homestay provider or the school secretary, the local surgery has a German-speaking doctor and students are taken to appointments by a homestay provider or member of school staff. The head of wellbeing liaises with the GPs and local mental health professionals as necessary.

| Accommodation (W9–W22 as applicable) | Area of strength |
|--|------------------|
| <i>All accommodation</i> | |
| W9 Students have a comfortable living environment throughout their stay. | Met |
| W10 Arrangements for cleaning and laundry are satisfactory. | Met |
| W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that. | Strength |
| W12 Students receive written confirmation of accommodation booked, giving clear and accurate information. | Strength |
| W13 There are effective procedures for identifying and resolving any problems students have with their accommodation. | Strength |
| W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services. | Strength |
| W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have. | Met |

Comments

W11 All new homestay providers are required to visit the school and meet the principal before students are placed with them. They are re-registered annually, when all the certification is checked. The homestay organiser has twenty years of experience and clearly knows the homestay providers very well. Students under 16 are registered

with social services under private fostering arrangements.

W12 Considerable attention is given to matching students with hosts. Students and homestay providers exchange information forms and subsequent emails before the students' arrival in the UK, so that each knows something about the other's family, hobbies, likes and dislikes. Feedback from the student meeting was positive about homestay provision, and the hosts visited were similarly positive.

W13 Teachers check student satisfaction in their first week and students are moved if necessary. Decisions and changes are logged. At the end of the year, the accumulated feedback is passed on to the homestay providers. There was evidence during the inspection of an issue being identified and dealt with swiftly.

W14 Homestay providers receive useful information on all aspects of hosting young people for an extended period. The rules, terms and conditions are clear and assistance is provided in completing the necessary paperwork. The terms and conditions are confirmed with each booking and reviewed on an annual basis.

| <i>Accommodation: homestay only</i> | |
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| W16 Homestay hosts accommodate no more than four students at one time. | Met |
| W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing. | Met |
| W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing. | Met |
| W19 English is the language of communication within the homestay home. | Met |
| W20 Hosts ensure that there is an adult available to receive students on first arrival. | Met |

Comments

All criteria in this area are fully met.

| <i>Accommodation: other</i> | |
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| W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties. | N/a |
| W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear. | N/a |

Comments

None.

| Leisure opportunities | Area of strength |
|---|-------------------------|
| W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK. | Met |
| W24 The content of any leisure programme is appropriate to the age and interests of the students. | Strength |
| W25 Any leisure programmes are well organised and sufficiently resourced. | Strength |
| W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities. | Strength |
| W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training. | Strength |

Comments

W24 The leisure programme is carefully and thoughtfully planned to cater for a variety of students. There are activities for quieter students, such as trekking in the woods, as well as more boisterous ones, such as paddle boarding. Teachers accompany students and the programme is seen as integral to the students' social development.

W25 Activities and excursions are meticulously planned. An outline of the programme is given to students, their homestay providers and parents. Students are also prepared for visits and excursions in their lessons, with some sessions being particularly well linked to provide integration between academic lessons and social activities.

W26 All staff accompanying activities and excursions have completed first aid training. Risk assessments are sensible and thorough. Staff student ratios meet requirements for general activities (1:15) and exceed them for excursions to London (2:15).

W27 Activities such as abseiling and horse riding are led by qualified instructors with appropriate training. Suitable risk assessments are also obtained.

Safeguarding under 18s

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| Safeguarding under 18s | Met |
| S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations. | Met |
| S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation. | Met |
| S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent. | Not met |
| S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy. | Not met |
| S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities. | Met |
| S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme. | Met |
| S7 There are suitable arrangements for the accommodation of students. | Met |
| S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students. | Met |

Comments

The majority of the students enrolled are 16 or 17 years old. They are all in the same Swiss school years, so may occasionally be 15 at the start of their programme, or turn 18 by the end. At the time of the inspection there was one eighteen year-old and four fifteen year-olds.

S2 There is a good level of safeguarding training. Three members of staff (the two DSLs and the leisure programme organiser) have training at specialist level, and the rest of the staff have had training to advanced level. However, homestay providers are not routinely provided with safeguarding information or training. During the inspection a link to the school's online safeguarding policy was added to the information given to homestays.

S3 Parents sign a parental consent form as well as the school rules. However, neither of these documents provides sufficient information about the level of supervision offered, the amount of free time students might have or how they are expected to use this.

S4 Policies for safer recruitment are clear. However, the criterion is not met as references for homestay providers are not collected.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

| | |
|--------------------|---------------|
| Inspection history | Dates/details |
| First inspection | 2014 |

| | |
|---|--|
| Last full inspection | 2014 |
| Subsequent spot check (if applicable) | 2015 |
| 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 | School subject lessons in French, German, IT, business, mathematics, art and music |
| Other related accredited schools/centres/affiliates | N/a |
| Other related non-accredited schools/centres/affiliates | Didac Schulen schools in Bern, Geneva, Lausanne and Lugano |

Private sector

| | |
|--------------------------------|--|
| Date of foundation | 1997 |
| Ownership | Name of company: Didac School Ltd Company number: 3691172 |
| Other accreditation/inspection | N/a |

Premises profile

| | |
|--|-----|
| Details of any additional sites in use at the time of the inspection but not visited | N/a |
| Details of any additional sites not in use at the time of the inspection and not visited | N/a |

Student profile

| | At inspection | In peak week: May (organisation's estimate) |
|--|---------------|--|
| 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 | 0 | 0 |
| Full-time ELT (15+ hours per week) aged under 16 | 0 | 0 |
| Part-time ELT aged 18 years and over | 1 | 1 |
| Part-time ELT aged 16–17 years | 64 | 64 |
| Part-time ELT aged under 16 years | 4 | 4 |
| Overall total ELT/ESOL students shown above | 69 | 69 |
| Junior programmes: advertised minimum age | 14 | 14 |
| Junior programmes: advertised maximum age | 18 | 18 |
| Junior programmes: predominant nationalities | Swiss | Swiss |
| Adult programmes: advertised 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 |

Staff profile

| | At inspection | In peak week (organisation's estimate) |
|--|---------------|---|
| Total number of teachers on eligible ELT courses | 3 | 3 |
| Number teaching ELT 20 hours and over a week | 2 | |
| Number teaching ELT under 19 hours a week | 1 | |
| Number of academic managers for eligible ELT courses | 1 | 1 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 4 | |
| Total number of support staff | 2 | |

Academic manager qualifications profile

| | |
|-----------------------------|--------------------|
| Profile at inspection | |
| Professional qualifications | Number of academic |

| | |
|--|----------|
| | managers |
| TEFLQ qualification | 1 |
| Academic managers without TEFLQ qualification or three years relevant experience | 0 |
| Total | 1 |
| Comments | |

The principal is the academic manager. He is not timetabled to teach on the ELT programme.

Teacher qualifications profile

| | |
|--|--------------------|
| Profile in week of inspection | |
| Professional qualifications | Number of teachers |
| TEFLQ qualification | 1 |
| TEFLI qualification | 2 |
| Holding specialist qualifications only (specify) | 0 |
| Qualified teacher status only (QTS) | 0 |
| Teachers without appropriate ELT/TESOL qualification | 0 |
| Total | 3 |
| Comments | |

None.

Accommodation profile

| | | |
|---|--------|-----------|
| Number of students in each at the time of inspection (all students on eligible courses) | | |
| Types of accommodation | Adults | Under 18s |
| <i>Arranged by provider/agency</i> | | |
| Homestay | 1 | 68 |
| Private home | 0 | 0 |
| Home tuition | 0 | 0 |
| Residential | 0 | 0 |
| Hotel/guesthouse | 0 | 0 |
| Independent self-catering e.g. flats, bedsits, student houses | 0 | 0 |
| <i>Arranged by student/family/guardian</i> | | |
| Staying with own family | 0 | 0 |
| Staying in privately rented rooms/flats | 0 | 0 |
| | | |
| Overall totals adults/under 18s | 1 | 68 |
| Overall total adults + under 18s | 69 | |