

Organisation name	ECS (English Country Schools), Cheltenham
Inspection date	24–26 July 2018

Section standards	
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
We recommend continued accreditation.

Summary statement

The British Council inspected and accredited ECS in July 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).

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

Strengths were noted in the areas of strategic and quality management, student administration, premises and facilities, learning resources, academic management, learner management, teaching, care of students, accommodation, and safeguarding under 18s.

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

Introduction

ECS (formerly English Country Schools) is a family-owned organisation with its year-round office in Gloucestershire. Their main activity is running the junior summer courses at Port Regis school, covered by this inspection. For the duration of the four weeks during which the courses run at Port Regis, the two directors base themselves at the school and take a very active role in the running of the courses.

The English language courses are banded into three age groups: 7–11 (Juniors), 11–14 (Middles), 14–17 (Teens). Each age band has its own programme of lessons, workshops (for Middles and Teens), sports, social activities and excursions. The students are also accommodated separately. Senior staff, teachers, activity leaders and house parents are usually recruited for a particular age group/course. A bushcraft course with English language lessons was held within the Port Regis grounds for one week in 2018. Optional coaching in golf, tennis and karate is offered at extra cost. The organisation also arranges a separate two-day weekend trip to London for students studying at Port Regis; this is optional and at extra cost.

A course for girls aged 14–17 at Cheltenham Ladies College was advertised but not run in 2018. An outdoor adventure course is run in a different location in August after the main summer courses. This course is not eligible for accreditation.

The school does not accept group bookings and all students are recruited individually. There is a maximum of five girls and five boys on each course from the same language background. Many of the staff and students return each year.

The inspection was carried out close to the peak enrolment time. It was conducted by two inspectors over two and a half days. Meetings were held with the two directors, the course manager who also has oversight of the Junior academic programme, the director of studies for courses for the Middles and the Teens, and the course manager with oversight of out-of-class activity. Focus group meetings were held with teachers, sports staff, activity staff and house parents. Separate focus group meetings were held with students from the three courses. One inspector visited the residences and the facilities for the bushcamp were seen. A meeting was held with the bursar of Port Regis school. All teachers were observed and inspectors observed workshops, sports and social activities, and meal times. The inspectors sampled the meals.

Address of main site/head office

Port Regis School, Motcombe Park, Motcombe, Dorset SP7 9QA

Head Office (not visited): 18 Riverside, Winchcombe, Cheltenham, Gloucestershire GL54 5JP

Description of sites visited

Port Regis is a co-educational boarding and day prep school for children aged between three and 13, set in its own grounds approximately one and a half miles outside Shaftesbury. ECS has exclusive use of most of the premises and facilities, and access to shared facilities: the swimming pool and golf course.

Classrooms are in two separate buildings, one for the Teens and Middles and one for the Juniors. Other teaching/learning areas include two IT rooms, a domestic science room and a library. There are two performance halls/theatres, a sports hall, two squash courts, four tennis courts, an indoor swimming pool, and a golf course within the grounds. The grounds include a number of playing fields, a walled garden, woodlands used for the bushcamp course, a woodland obstacle course, a lake and a stream. There is a playground with play equipment for the younger children, and a tree house and walkway. There are three residential houses. The houses have common rooms, and additional indoor and outdoor recreational areas.

Staff have a common room, and teachers have a separate work room. Social staff and sports staff each have a room to store resources and have meetings. There is a main office and the directors of studies have rooms within their teaching blocks.

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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

There are three age bands. The Juniors and Teens have English lessons in the morning and sports and activities in the afternoon. The Middles have lessons in the afternoon and sports/activities in the morning. In addition to the language-focused lessons, students in the 11–17 age groups can choose from a range of workshops including drama, photography, cooking and creating a course journal. Externally validated speaking exams can be prepared for and taken as part of the workshop programme, although this particular workshop was not running during the week of the inspection and so was not observed. A bushcraft camp is offered for 7–14 year olds for one week in July, but was not running at the time of the inspection. This programme includes English lessons; students are integrated into classes at the appropriate age level.

Accommodation profile

At the time of the inspection two modern residential blocks were in use, one for girls and one for boys. The residential accommodation in the main building was also used. Boys and girls are housed separately. The older students are accommodated in single or double rooms. Dormitories are available for the younger students. House parents have the responsibility of looking after the students together with other staff members who also live on site. In all houses the adult supervisors have their own bathroom and toilet facilities.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Overall, the management of the provision operates to the benefit of its students and in accordance with stated goals, values and publicity, although some aspects of publicity require attention. *Strategic and quality management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are of a very high standard; they provide students and staff with a secure, stimulating, comfortable and professional environment. A good 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. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications and experience) and continuing professional development appropriate to the context of a young learner summer school. Teachers receive good guidance to ensure they support students in their learning, both in lessons and in out-of-class activities. Programmes of learning are well structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme. *Academic management*, *Learner management*, and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The organisation's pastoral provision is caring and effective. All aspects of the residential accommodation are managed to the benefit of the students. The leisure programme provides the students with appropriate entertainment and experiences of educational value. All aspects of welfare are efficiently and sensitively administered. *Care of students*, and *Accommodation* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. The school has a well-established safeguarding policy and procedures are in place to support the organisation's commitment to the care of under 18s. Safety and security issues are fully addressed by a sensitive and vigilant staff in all the services and activities provided by the organisation including accommodation and leisure activities. *Safeguarding under 18s* is an area of strength.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
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.	Strength
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.	Strength
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.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
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.	Strength

Comments

M1 The directors have given considerable thought to the values and goals of the school. The school mission statement is made known in the publicity; in notes for students, staff and parents; and via banners and posters.

M2 A great deal of consideration has gone into formulating objectives for the future of the organisation in relation to branding and the positioning of the school in the market. For example, it has been decided to change the name/brand to ECS rather than English Country Schools. The owners/directors are planning long term for a time when they will not be so closely involved in the day-to-day running of the courses.

M3 Continuity is ensured at all times. A number of the temporary summer staff, including the managers, are returners. Several have been promoted, returning to take on more responsible roles. The staffing is generous and flexible so that any last-minute drop-outs can be easily covered.

M4 The two directors maintain direct and personal communication with parents/guardians from the moment of first contact through to enrolment, throughout the course, and afterwards with newsletters and updates. The internal lines of communication through the course manager to the directors are well established. Communication with the hosting organisation is very good. Electronic communication methods are used and all senior staff have two-way radios to maintain contact over the large site.

M5 Student feedback is gathered in a range of formal and informal ways. Results are collated and inform quality reviews.

M6 Staff have the opportunity to give feedback through their appraisals, meetings and end-of-course online surveys and reviews. There is evidence that this feedback is acted upon as appropriate.

M7 There are robust review systems which are integral to the organisation's policy and planning. There is evidence that feedback from multiple sources has led to improved policies and procedures.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
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
M11 There are effective induction procedures for all staff.	Strength
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.	Strength
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

M8 Human resources policies and procedures are appropriate and well documented. Staff feel they are valued, part of a team, well managed and supported.

M9 There are job descriptions but they are generic rather than person-specific and there are no written job descriptions for the directors. The specific safeguarding lead roles are not included in job descriptions.

M10 Policies are appropriate and procedures are usually followed: for example, two references were on file for all members of staff; evidence of suitability checks had been obtained; some non-standard qualifications had been evaluated. However, there was no evidence on file for a teaching certificate claimed by one teacher; and the

qualification of another teacher, which did not meet Scheme requirements, had not been sufficiently well investigated and evaluated.

M11 All staff receive good information via information sheets, handbooks, guidance and training videos in good time, prior to the start of the courses. There are three days before the courses start when staff receive thorough inductions as well as specific training for their posts.

M12 All staff have appraisal meetings. Teachers have two, the first being at the beginning of the course to agree on levels or areas of support needed, and the final appraisal leads to recommendations for offers of employment the following summer. Monitoring is ongoing and unsatisfactory performance is dealt with fairly and effectively.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
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.	Strength
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

M14 Enrolments are carried out at head office by the directors throughout the year. They build up good relationships with the parents; many children return year after year and are joined by siblings when old enough.

M15 All the students are individual bookings and the directors ensure that parents are given personalised advice about the courses.

M19 The policies are clear. Students are expected to attend all lessons and scheduled activities. Absences at any of the numerous points of contact throughout the day are followed up immediately. Lateness is followed up by a report from a staff member and persistent lateness triggers disciplinary procedures.

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.	Strength
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.	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.	Strength
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

The organisation has a website which is currently in the process of being re-designed, and a brochure. The brochure can be downloaded from the website. Social media is also used, mainly to post photographs of course activities.

M22 The main features of the provision, the premises, location, services and facilities, are very clearly and accurately described. There is a list of parents of former pupils, in a number of countries, who can be contacted by potential clients for information about their children's experience at ECS.

M26 There is a comprehensive and clear description of the arrangements for supervision, welfare and safeguarding of the different age groups.

M28 Teachers are described as 'professionally qualified'; however, one does not have an ELT qualification that fully

meets the Scheme requirements. Publicity states that the children on the Junior courses are 'taught by qualified primary teachers' although only one of the three teachers has a qualification in teaching primary-aged children. M29 Claims to accreditation are not in line with Scheme requirements. The marque used on the website, which includes descriptions of non-accredited activities, does not include the wording 'for the teaching of English in the UK'.

Premises and resources

Premises and facilities	Area of strength
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.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
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.	Strength
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.	Strength

Comments

P1 ECS has almost sole use of the Port Regis school, its premises, grounds, and facilities; it has good access to shared facilities, i.e. the golf course and swimming pool. The provision is of a very high standard in all respects; the buildings are all in excellent condition and state of repair.

P2 ECS has the use of a large number of suitable classrooms; they are all spacious, light and well furnished. There is a separate block for the Juniors where the classrooms are furnished for this age group.

P3 The students enjoy the use of the extensive grounds and numerous common rooms and indoor spaces. The dining room is large with a well-organised servery. The room can accommodate all students on the three courses together, even at peak times.

P4 There is a good choice of hot and cold meals offering a well-balanced diet. Healthy snacks and drinks are provided at break times. Students commented favourably on the food.

P6 There is a large relaxation area for all staff. Teachers have an additional preparation room where the resources and materials are kept, and a room in the teaching block where they can go for the short breaks. Sports and activity teams have their own resources/meeting rooms. All staff are residential and have appropriate accommodation within the boarding houses.

Learning resources	Area of strength
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.	Strength
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.	Strength
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.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P8 There is a good stock of resources and materials, both in paper and electronic form, which teachers can choose from when planning their lessons. A database offers cross referencing of resources and materials to the coursebooks used with each group. There are also folders containing lesson ideas, e.g. for workshops, which are organised according to theme.

R9 Classrooms have interactive whiteboards and access to the internet. The interactive white boards are well maintained and training in using them and related resources is given as part of the induction; this was reflected in the confident use of the technology by teachers.

P10 The students can borrow books, fiction and non-fiction, from the well-stocked Port Regis school library.
 R12 One of the school directors takes responsibility for reviewing the learning resources and managing the promotion and implementation of new resources. This is part of the review cycle which takes into account feedback from students and staff. He revises and adds to the online database on an ongoing basis and the directors of studies encourage the teachers to add successful lessons to the folders.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	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.	Strength

Comments

T1 One of the teachers does not have a Level 6 qualification. However, he has completed two years of a university course leading to a Level 6 qualification. A rationale was provided and because of the degree level study completed it was accepted within the context of this inspection.
 T2 One teacher does not have an ELT qualification which fully meets the requirements of the Scheme. However, she has completed an ELT course of 120 hours with six hours observed teaching practice. A rationale was provided and accepted within the context of this inspection.
 T4 One of the directors and the two directors of studies are TEFLQ. They all have extensive experience of supporting teachers within the context of vacation courses for young multinational students.

Academic management	Area of strength
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.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T7 Additional staff and staff who can be deployed flexibly are employed for the duration of the courses. For example, a number of the house parents are ELT qualified. In this way the impact of any last-minute drop-outs can be mitigated. Short-term absence can be covered by the directors of studies, who do not have a scheduled teaching timetable.
 T9 Directors of studies are available throughout the day to provide support for their team of teachers. There are daily meetings and teachers present their plans for the week for discussion and advice. Teachers reported that they feel very well supported.
 T10 Teachers are closely monitored, but in a supportive manner. There are drop-in observations during the first week when the need for support and any further observations can be identified. In the second week all teachers are observed for 30 minutes, asked to write a reflection on the lesson, and are then given oral and written feedback by their director of studies. Observation notes inform teacher appraisals and their end-of-course references.

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.	Met
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.	Strength
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

T14 The workshops for the Middles and Teens provide an opportunity for students to acquire language and skills within an authentic context. Students following the bushcraft programme learn language and skills specific to the context.

T16 Work is done in class to prepare students for out-of-class activities and visits. Courses include strategies which help students to develop their language skills outside the classroom: to use English in their day-to-day lives as pupils in a multinational boarding school.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
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.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T17 Students are tested on arrival and placed into groups by age, level, nationality and, where possible, in order to achieve a gender balance. Because the age bands overlap students aged 11 and 14 can be placed within lower or higher bands. The decision is made in consultation with their parents. The workshops are not levelled and students are placed according to choice.

T18 There is a weekly change of classes so that students get a variety of teachers. Notes are written up for every student and given to the new teacher. An academic report is written for each student at the end of each week and sent electronically to their parents.

T19 Students can choose to enrol for externally validated speaking tests and receive appropriate guidance and tuition.

T21 All students received full reports on all aspects of their experience. In addition to the weekly academic reports, the end-of-course report sent to parents includes a description of the programmes followed (lessons, workshops and out-of-class activities) with individual comments about their child's participation and progress.

Classroom observation record

Number of teachers seen	14
Number of observations	14
Parts of programme(s) observed	All parts: in the three age bands - morning, afternoon lessons and workshops.

Comments

All teachers were observed teaching their class in English lessons. In addition, the workshops for the Middles and Teens were observed.

Teaching: classroom observation	Area of strength
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	Met

cultural backgrounds of the students have been taken into account.	
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	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.	Strength

Comments

T23 Overall, teachers demonstrated a satisfactory knowledge of the grammatical and lexical systems of English. Most teachers provided good models of spoken and written language, although there were examples of unnatural language or awkward expression from a small minority. Few teachers demonstrated a practical working knowledge of phonological systems, for example, by making students aware of pronunciation features, marking word stress on vocabulary items, or using phonemic script to demonstrate sounds.

T24 The themes were appropriate for the age and level of the students in all lessons. In most lessons, topics were of personal interest and in the better segments the content was sufficiently challenging: students' were motivated to learn new vocabulary and develop their language skills.

T25 Planning was generally done well with evidence that the age, interests and levels of students had been taken into account. Language aims and objectives, for the lesson and the week, were clear and shared with students. The staging of activities was coherent and led to clearly defined learning outcomes.

T26 A good range of effective techniques was in evidence, with those used with the younger children of particular note. In most lesson segments, teachers listened and responded well to the contributions of students; genuine communication was encouraged and effective scaffolding techniques enabled learning to take place.

T27 Teachers were confident in their use of resources: the interactive white board, video clips, worksheets, realia, and pictures were all used to good effect. Good use was made of the classroom space to enable movement and interaction.

T28 Teachers monitored well and were encouraging, frequently giving praise. However, in weaker segments, instructions and understanding were not checked. Inaccurate oral production (even of the target language) was sometimes accepted and there were missed opportunities for correction of spoken language, with follow-up practice.

T29 Appropriate tasks were set to check whether learning had been achieved. Often work done during the week led to a demonstration of learned objectives by means of a presentation given by the students.

T30 Teachers quickly formed a good rapport with new groups of students. There was an atmosphere of mutual respect and purposeful application to learning in a large majority of classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to just satisfactory, with the majority of segments observed being good or better. The planning was thorough; language learning objectives were clearly identified, based on the needs and interests of the students. The classroom environment was managed well with a good range of techniques evident. However, there was little evidence of techniques being used for the correction of oral production and the teaching of pronunciation. Overall, effective management of resources and activities and a good rapport led to a purposeful and enjoyable learning atmosphere.

Welfare and student services

Care of students	Area of strength
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.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the	Met

provider, in writing.	
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.	Met

Comments

W1 Measures are in place to maintain the safety and security of students both on and off the premises. CCTV cameras are in place. Security staff patrol the site. Fire drills are held for each new intake. Staff are fully briefed on safety and security issues and are meticulous in following prescribed procedures. However, although there is a rigorous premises risk assessment conducted by Port Regis school, the risk assessment produced by the ECS for its use of the premises lacks clarity and detail.

W3 Students are made aware very early of who to turn to in case of specific problems and concerns. All staff are experienced and skilled at tackling anything that students may need help with and are mutually supportive in ensuring that the best advice and help is provided. The directors take overall responsibility for the students' pastoral care.

W4 The ethos of the school fosters mutual understanding and respect. Staff are alert to the possibility of abusive behaviour or to individual children being excluded or isolated.

W6 Transfers are included in the course fees. Arrangements, including the reception of unaccompanied minors, are handled efficiently.

W7 Information to students is comprehensive and accessible. It contains all the most important items that students need to fit quickly and safely into the school routine.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Strength
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.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W9 The residential accommodation is of a very good standard and provides students with a clean and safe environment. Bedrooms are comfortably and brightly furnished with good storage space, and washing facilities are more than adequate. There are cosy and comfortable common rooms in all three houses used by ECS.

W10 Washrooms and public areas are all very clean and well looked after. The laundry services are well organised.

W11 One of the directors makes visits to the school several times before the course start to check on the residential accommodation and to ensure that the services needed will be provided.

W15 Menus change daily and the food is freshly prepared. Salads and fruit are always available. Special diets can be catered for. Students were complimentary about the food provided.

Accommodation: homestay only	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

None.

Accommodation: other

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

None.

Leisure opportunities

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
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W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
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W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
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W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
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W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
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Comments

W24 There is a wide range of activities offered. Care is taken to provide a balanced and motivating programme of activities appropriate to the different age groups. Activities are well designed to integrate students, to encourage teamwork, and to provide opportunities for using English and for acquiring new skills.

W25 All on- and off-site activities are thoroughly planned. Accompanying staff are well trained and more than adequate in number. There are sufficient facilities on site to accommodate the re-arrangement of activities if the weather conditions are bad. Activities and games are well resourced and staff can acquire extra resources as and when needed.

W26. Students are accompanied by staff on all trips and are checked meticulously throughout. Staff have been trained in procedures to deal with unexpected events and emergencies. However, the risk assessments for trips and excursions are generic and not venue specific or detailed enough.

Safeguarding under 18s**Safeguarding under 18s**

Safeguarding under 18s	Area of strength
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.	Strength

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.	Strength
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S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
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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.	Strength
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S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
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S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
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S7 There are suitable arrangements for the accommodation of students.	Strength
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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
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Comments

All students enrolled at the time of the inspection were under 18.

S1 There is a well-developed safeguarding policy written in clear and accessible language. It includes provision for

exceptions, such as the arrival of late appointed staff. The directors employ more staff than is necessary to cope with late applicants and/or delayed DBS results. One of the directors is the designated safeguarding lead.

S2 Staff are provided with the safeguarding policy in the on-line staff handbooks and the implications of the policy are further explored during induction. All staff have at least done basic awareness training and the designated safeguarding persons have undergone the appropriate training for their roles.

S4 All aspects of safer recruitment are in place. All staff are DBS checked and references obtained. The organisation benefits from many returning staff in all categories who are well known to the organisation and have demonstrated their suitability for their roles.

S5 The level of care afforded the students is wide ranging and of a very high quality. Staff are attentive and clearly interested in the students and their well-being.

S6 The youngest students, aged seven to eleven, are accompanied at all times. The older students are permitted a sensible level of freedom within strictly controlled ground rules.

S7 All students are in well-supervised residential accommodation.

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	1989
Last full inspection	2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Outdoor Adventure course; English Focus – online support before and after the courses; London weekend trip.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1987
Ownership	Name of company: English Country Schools Company number: 05731357
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: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	18	20
Full-time ELT (15+ hours per week) aged under 16	104	104
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	122	124
Junior programmes: advertised minimum age	7	7
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	34 different nationalities	34 different nationalities
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 - July (organisation's estimate)
Total number of teachers on eligible ELT courses	14	14
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	14	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	19 (plus staff of Port Regis school)	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	3
Comments	

The total includes one of the directors and two directors of studies.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	11
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	1
Teachers without appropriate ELT/TESOL qualification	1
Total	14
Comments	

One teacher has a qualification which does not fully meet the Scheme requirements.

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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	121
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	1
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	122
Overall total adults + under 18s	122	