

Organisation name	Exsportise Limited, Head Office Haywards Heath, Sussex
Inspection date	16–18 July 2019

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
<p>The British Council inspected and accredited Exsportise Limited in July 2019. 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 teaching organisation offers vacation courses for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, academic management, course design, teaching, care of students, accommodation, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Exsportise was originally established by its managing director in 1988 to provide professional sports coaching for young people in the UK. In 1997 he decided to offer English language courses alongside sports coaching and today almost all students attending courses are international. Although a few students can choose to focus only on sports training, the large majority have a balance of 15 hours per week of EFL and 15 hours of coaching in a choice of sports, or in music or dance. Tuition is provided by professional coaches in football, rugby, hockey, golf, tennis, basketball and horse riding, or professional musicians or dance tutors. Included in the price of courses are also evening activities and excursions on Saturdays and Sundays.

This inspection was carried out by two inspectors over three days. At the two centres visited they had meetings with the centre managers, directors of studies (DoS), administrators, medical officers, events managers, houseparents and representatives from both host schools. They held focus group meetings with the teachers and selections of students. They observed all but one of the teachers teaching, visited boarding houses and other facilities, and watched sports coaching and activities in progress. One centre had advance warning of their visit; the other, the 'wild card', did not. On the third day the inspectors visited the head office, checked documents and had meetings with the managing director, senior administrator, general manager, recruitment manager, operations manager and academic manager.

Address of main site/head office

Aberdeen House, South Road, Haywards Heath, West Sussex RH16 4NG

Description of sites visited

The inspectors visited two of the four residential summer sites: Seaford College and Worth School. Both are independent co-educational boarding and day schools, set in their own grounds and sports facilities.

Seaford College (Petworth, West Sussex GU28 0NB) accepts about 650 pupils aged 6–18 during the school year. During the summer, Exsportise has sole use of the site, with a peak capacity of about 160 children aged 10–16. Facilities include classrooms and a teachers' room in a teaching block, the Exsportise office, shared bedrooms of 2–8 beds in boarding houses, a dining room, a medical centre, a swimming pool, a sports hall, common rooms, tennis courts, playing fields and a nine-hole golf course.

Worth School (Padockhurst Road, Crawley, West Sussex RH10 4SD) has about 600 pupils aged 11–18 during the school year. During the summer, Exsportise shares the site with another provider, located in a different part of the estate. In its peak week, Exsportise has about 160 residential students aged 10 to 16. Facilities include classrooms and a teachers' room, a tuck shop and social area, a theatre/assembly hall and music rooms, a dance studio, a dining room, the Exsportise office, shared rooms and dormitories in boarding houses, football, rugby and hockey pitches and off-site riding stables.

The company's head office is on the top floor of an office block in Haywards Heath. It consists of an open plan office where the management and administrative team are based, a meeting room and a reception area.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<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

Courses include three hours each weekday morning or afternoon of general English at various levels from elementary to advanced, three hours of professional coaching per weekday, evening activities and excursions at weekends.

Management profile

The management team based at the head office consists of the managing director, the senior administrator, the recruitment manager, the operations manager, the general manager, and the academic manager based at home nearby. A marketing adviser and a global marketing and sales manager provide additional support as needed.

Each of the four summer centres or 'camps' has a centre manager, a director of studies (DoS), heads of specialist options (different sports, music, dance), administrators, medical officers, events managers, houseparents for boys and girls, and between five and nine EFL teachers and six and nine activity leaders or 'course assistants'. In 2019 a new position of welfare manager was being trialled at Worth School and Seaford College.

Accommodation profile

Residential on-site accommodation is provided for all students. At the centres visited, bedrooms ranged from single occupancy to dormitories with six beds. Separate accommodation is provided for girls and boys, supervised by resident girls' and boys' houseparents. Both centres have shared bathroom and toilet facilities and provide a laundry service.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the organisation operates to the benefit of its students and in accordance with its clearly stated goals and values and its publicity. The structure of the organisation is well established, communications at all levels are very good, student administration is carried out efficiently and publicity raises realistic expectations. *Strategic and quality management, Staff 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 and resources provide students and staff with very comfortable, pleasant and appropriate environments for their residential language and specialist interest courses. A range of very suitable learning and practice resources, including specialist facilities, is available. Where required, expert guidance on the use of these is provided. *Premises and facilities* is an area 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 appropriate to the context and nature of these residential summer courses. Teachers receive very good guidance and support. The courses are thoughtfully designed and managed to provide the maximum benefit to the students. The teaching observed met the requirements of the Scheme. *Academic management, Course design and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The welfare and security of students is ensured in a thoughtful and practical manner; accommodation is of a good standard and very well managed. The leisure programme is professionally staffed, and provides an excellent balance of sports, arts, dance, and games. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There are detailed and effective policies and procedures in place to safeguard students under the age of 18. Both the policies and practices developed have benefitted from expert input. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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.	Met

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

M2 There are detailed plans and objectives, including SMART goals (specific, measurable, achievable, realistic and time-bound) and analyses to identify strengths, weaknesses, opportunities and threats.

M3 The structure of the ELT operation is documented and understood by all managers and staff and made clear at induction. Photoboards at centres show key centre and head office staff. Continuity is achieved when necessary by re-allocating roles within centre or re-deploying personnel from other centres or head office.

M4 Channels of communication at all levels are highly effective. The managing director and staff work together in a single office. At centres there are daily staff meetings and at least one weekly visit by one of the head office team. Students have three daily assemblies, frequent welfare check-ups and Sunday evening boarding-house meetings.

M5 Midweek feedback is obtained systematically from all students every week. It covers every aspect of their course, and is analysed and relayed to staff at centre and to head office. Informal feedback is gathered at daily houseparent meetings. Feedback from parents and agents is also actively sought.

M6 Feedback from all staff is obtained effectively from appraisals held during the first two weeks, from feedback boxes in each centre, and with end-of-summer questionnaires to all staff leaving. Staff satisfaction is also checked by an email from the head-office recruitment manager at the end of the first week.

M7 Centre managers write a report with key points from their centre's experience at the end of season. These reports, and student, staff and parent surveys, feed into an annual action plan. Previous inspection reports drive development. Returning staff said they were aware of a culture of constant evolution and search for improvement.

Staff management and development	Area of strength
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.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
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.	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.	Strength

Comments

M8 The head office recruitment manager manages a comprehensive range of human resource policies, made known to staff via their contracts and a set of well-developed handbooks. Staff feel valued as evidenced by the high proportion of returning staff; for instance, more than half the academic staff are returners.

M10 There are thorough procedures for the recruitment of new staff. All relevant head office staff have completed safer recruitment training. There is a detailed summer application form, a four-page interview evaluation form and a 'Working for us' section on the website. Returning staff are regularly promoted to positions of greater responsibility.

M11 There is a very effective two-day residential induction for all staff just before students arrive. Held at a hotel near head office, this includes both new and returning staff as a way of disseminating experience and building centre teams.

M13 The organisation provides all staff with good opportunities for continuing professional development (CPD). Less and more experienced teachers are paired, with opportunities for team teaching and peer observation. They have a weekly CPD session. All staff have fire-evacuation training and the opportunity to do a first-aid course. Two teachers have been supported to upgrade their qualifications to diploma level.

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.	Strength
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 This summer a significant proportion of students are returners. Feedback from students and their sponsors confirms a very good level of customer service. The small head office team works closely and can provide effective cover for each other if a member is absent.

M15 The head office is staffed seven days a week during the summer and includes in-house proficiency in five languages, as well as English.

M19 Attendance is checked twice a day at assemblies. Class attendance is checked within the first ten minutes, and there is compulsory attendance at all activities.

M20 The conditions and procedures are made clear to parents in the *Parental Guide*, and explained to students at their induction welcome meeting. Where appropriate, a student will be transferred to another centre rather than be sent home.

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.	Strength
M27 Publicity gives an accurate description of any accommodation offered.	Strength
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The company has a website and also publishes a 48-page colour brochure every year, distributed to partners and previous customers. The company states the website is its main medium of publicity.

M24 The website gives clear, accurate and easy to find information about all aspects of the courses. The 2019 brochure does not give the maximum class size.

M26 The website has a section entitled 'Student welfare and pastoral care' which gives a comprehensive overview of how students are cared for, has links to the company's safeguarding policy and explains its 'Duty of care'.

M27 The website has sections for its four centres which include accurate descriptions and photographs of the boarding accommodation. To raise realistic expectations, photos are of typical bedrooms rather than 'the best'.

Premises and resources

Premises and facilities	Area of strength
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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.	Strength
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.	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.	Met

Comments

P1 At both centres visited, the buildings and the surrounding grounds and sports facilities were clean and very well maintained. They provide entirely appropriate, attractive and comfortable environments for the courses offered and for their students and staff.

P3 The room and facilities for relaxation at both centres are exceptionally good. The boarding houses at both centres have common rooms and there are indoor and outdoors areas for relaxation during the day. For the various sports, dance and music options there are dedicated specialist facilities. Both centres have large comfortable dining rooms.

P4 Students are issued with a re-usable water bottle on arrival, and are encouraged by staff to re-fill it regularly at watering points around the sites. Fruit is freely available at break times. A choice of hot and cold food including vegetarian options is provided. Students and staff at both centres commented positively on the food.

Learning resources	Met
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.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
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

P9 At both centres, there is a good range of educational technology in classrooms and for teachers' use for lesson preparations. It is provided by the host schools and supplemented by Exsportise with its own equipment. Training and technical support is available at the centres.

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.	Met

Comments

T4 The DoS at Seaford College, who is TEFLI with 13 years' ELT experience in the UK and overseas and 13 summers with Exsportise, is booked to start the final module of his diploma-level qualification in September. He is supported with frequent visits by the academic manager based at head office, less than an hour away. A rationale for his employment was accepted in the context of this inspection.

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.	Strength
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.	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

T6 Classes are taught, where possible, by a main class teacher working both morning and afternoon sessions and an assistant who works mornings or afternoons. The assistant team-teaches, assists with projects and other class work, facilitates peer observations and helps organise and participate in evening activities. Students benefit from the greater variety and contact with teachers this system produces.

T9 Teachers receive a very good level of guidance and support. As well as their two-day induction and weekly CPD sessions, they have informal start and end-of-week meetings. Less and more experienced teachers are paired for support and to facilitate peer observation.

T10 Arrangements are effective and thorough. All teachers are observed informally in the first week and formally in the second. Oral and written feedback is provided and they have a separate appraisal. Main and assistant teachers are required to peer observe. Students complete feedback forms in class every Wednesday and teachers see the results.

Course design and implementation	Area of strength
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.	Strength
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.	Strength
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 The course design is described in the teachers' handbook, with separate syllabus documents for Common European Framework levels A1 to C1. It contains a clear statement of principles, and was developed by a team of three experienced Exsportise teachers to match their students' interests and needs.

T12 A formal, documented process of review, based on student and teacher feedback, was undertaken by the academic team of three to produce the revised 2019 course syllabus.

T15 Students are supported and encouraged to develop independent learning skills. They receive an *Exsportise Student Exercise Book* with pages for notes, sections such as irregular verbs, 'vocabulary tips', 'speaking and listening tips' and also 'final tips' for post-course learning. There is also space for a project work and a learning diary. Teachers monitor the content.

T16 The multi-national nature of the centres, with no dominant national groups, and the organised activities, encourages the use of English at all times. This is further encouraged by designated areas or 'no phubbing zones' where students are asked not to use their phones but to engage directly with the students and staff around them.

Learner management	Area of strength
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' progress.	Met
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.	Met

Comments

All criteria in this area are fully met.

Classroom observation record

Number of teachers seen	16
Number of observations	16
Parts of programme(s) observed	All

Comments

The inspectors saw examples of the three lesson types which comprise the teaching sessions: Grammar/Lexis, Skills, and CLIL/Project work. One teacher was not observed because of a timetabling difficulty.

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 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.	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.	Strength
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 Teachers generally modelled the language well, gave clear relevant examples and explained grammar and vocabulary points accurately. Almost all teachers adapted their own language appropriately to suit the level of their students.

T24 The content of lessons was generally very appropriate to the course aims and the ages and interests of the students.

T25 Although there was limited evidence of intended learning outcomes being shared with students, the outcomes were shown on teachers' lesson plans and the weekly plans posted on classroom walls. Outcomes were achieved through activities which generated and reinforced use of the target language.

T26 A good range of appropriate techniques was used, including checking of concepts, elicitation of form and function, prompting, controlled oral practice, and spotting and matching exercises.

T27 Teachers generally managed their classroom environments and resources very well. The arrangement of student groupings and patterns of interaction were varied to maintain interest and maximise student talking time. Technology was exploited confidently and there was good use of handouts and visual aids.

T28 Good use was made of prompted self-correction, peer correction and delayed whole-class correction and sentence improvement. Teachers monitored tasks effectively and gave meaningful praise. Some lesson plans included a specific correction phase.

T29 With few exceptions lesson plans included final activities or tasks which checked and reinforce intended learning outcomes.

T30 Teachers engaged their students with quizzes, games and competitive group exercises, and deadlines that were adhered to. They generally used nomination effectively, gave clear instructions and conducted lessons at a good pace.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory with the majority being good. Teachers provided accurate models and explanations and adapted their own language effectively to their students' levels. Lesson content was very relevant to students' interests and needs and lesson aims were achieved through suitable materials, and a coherent sequence of activities conducted at a good pace. Students received appropriate feedback and encouragement. There was a purposeful atmosphere in all classes, teachers were sensitive to their students, and the students were clearly engaged in their lessons.

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.	Strength
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.	Strength
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 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.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

Comments

W1 The safety and security of students is well catered for. There is a named welfare manager in each centre, whose sole responsibility is the welfare of both students and staff. Detailed risk assessments are in place, and are updated on an continuous basis. Fire drills are carried out weekly, and records kept.

W2 There is a fully comprehensive plan to respond to any emergency, and all staff received face-to-face training from an external expert during induction.

W3 Thorough policies and procedures are in place to ensure that students receive excellent pastoral care. The welfare manager and houseparents have meetings with the students and then with each other every day; and all concerns, responsibilities, and outcomes are recorded on a welfare log. Students in the focus groups were all able to name the staff members responsible for their welfare.

W4 There are detailed policies and procedures for staff, and clear, practical codes of conduct for students to ensure that tolerance and respect are upheld in all contexts. In focus groups, students commented on the culture of respect within the centres.

W7 A parents' guide is produced to enable parents to fully prepare their students for their time on the course. Information on weather, food, money, how to behave, and what to pack is presented in a clear and attractive style. On arrival in camp, much of this information is checked with students during the welcome meeting.

W8 Health-care provision is good. Each centre has an on-site medical room staffed by a trained medical officer, sick bays, and first aid equipment. All staff are given the opportunity to train in emergency first aid before starting, and as a consequence there is a very high ratio of first-aid-trained staff on site.

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.	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.	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.	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

W10 Bathroom, toilets, and communal areas are cleaned every day. There is a same-day laundry service for all students.

W11 procedures are very effective. Boarding houses are inspected by the responsible person from head office before the course begins, and then by the course administrators during their first day on site. During the course, the houseparents conduct pop-in inspections to all rooms each day.

W13 Houseparents visit each student's room on the first night of occupancy to check that the student is comfortable. A questionnaire is completed during the first week to check on satisfaction with all aspects of the course, including accommodation. Daily visits by houseparents to rooms, and weekly house meetings are very effective in highlighting and resolving any issues that arise.

W15 Three meals a day are provided on site. The food sampled was varied, healthy and tasty. Dietary requirements are well catered for, and both students and staff provided positive feedback on their meals.

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
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.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength

Comments

W24 Sports, music, and dance coaching are a central component of all courses. In addition, a full and varied programme of evening entertainment is provided. The entertainment is well balanced in order to cater to different interests and age groups.

W25 All coaches on the sports, music, and dance programmes are supported by course assistants ensuring that staff to student ratios are kept high. Facilities are excellent on site, including a swimming pool at Seaford, dance studios, music rehearsal rooms, games hall, performance space, and various sports pitches depending on the site.

W27 Professional coaches lead the sports, music and dance programmes, assisted by course assistants with interests in those areas. Evening activities are preceded by a presentation by the events managers, which incorporates safety advice for students and staff.

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

All students enrolled on the courses are under 18. Courses are for 9 to 14 year-olds, 10 to 16 year-olds and 11 to 17 year-olds, depending on the centre. At the centres visited, all students fell within the site-specific age ranges.

S1 A detailed policy has been put together with expert input, and is specific to the organisation's particular contexts. The policy contains appropriate age differentiation, and is supported by practical documents such as codes of conduct for both staff and students, as well as the welfare log.

S2 Safeguarding training is well managed. All staff complete online training before the course begins and sign to show their understanding and agreement to the safeguarding policy. In addition, all staff are provided with extensive face-to-face safeguarding training during the induction weekend. This training is provided by an external trainer.

S5 Supervision is handled very well on site. As well as staff running the activities, there are other staff patrolling the campus to provide another level of security. The organisation has sole use of their teaching and accommodation blocks on each campus.

S7 The accommodation of students is handled both practically and sensitively. Younger students are roomed together in the larger rooms, with the older students having the one and two-bedroomed rooms. Boys and girls are in separate blocks or separate wings, and there are members of staff accommodated in each, including the houseparent.

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: multicentre**1. COLLATED DATA FOR ALL ELIGIBLE CENTRES (INCLUDING THOSE NOT INSPECTED)**

Inspection history	Dates/details
First inspection	2007
Last full inspection	2015
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1988
Ownership	Exsportise Limited, company number 02330930
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	Aberdeen House, South Road, Haywards Heath, West Sussex RH16 4NG
Name and location of centres offering ELT at the time of the inspection but not visited	Clayesmore School, Iwerne Minster, Blandford, Dorset DT11 8LL Oundle School, Oundle, Northamptonshire PE8 4AQ
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

Student profile at peak at all centres

Student profile at peak at all centres	Collated totals in peak week: (14–20 July 2019) all centres
ELT/ESOL students (eligible courses)	
18 years and over	N/a
17 years and under	557
Overall total of ELT/ESOL students shown above	557
Predominant nationalities	French, Spanish, German,

Staff profile at peak at all centres and HO

Staff profile at peak at all centres and HO	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	36
Total number activity managers and staff	81
Total number of management (non-academic) and administrative staff	17
Total number of support staff (e.g. houseparents, matrons, catering)	26

2. DATA ON CENTRES VISITED

1. Name of centre	Seaford College
2. Name of centre	Worth School
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
ELT/ESOL students	At inspection					In peak week				
18 years and over	0	0								
17 years and under	174	165				174	165			
Overall total	174	165				174	165			
U18 programmes: advertised minimum age(s)	10	10				10	10			
U18 programmes: advertised maximum age(s)	16	16				16	16			
Predominant nationalities	Spanish, French, German					Spanish, French, Italian				

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	10	9				11	10			
Total number of activity managers and staff	24	26				24	26			
Total number of management (non-academic) and administrative staff	3	3				3	3			
Total number of support staff	7	7				7	7			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years relevant experience	0	1			
Academic managers without TEFLQ qualification or 3 years relevant experience	1	0			
Total	1	1			

Comments

The academic manager based at head office is TEFLQ and is in addition to directors of studies (DoSs) at each centre. A rationale for the employment of the DoS at Centre 1 is described in the teaching and learning section of this report.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	3	0			
TEFLI qualification	5	8			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	1	0			
Teachers without appropriate ELT/ESOL qualifications.	0	0			
Total	9	8			

Comments

None

Accommodation profile

Numbers in each type of accommodation at time of inspection: at centres visited

Arranged by provider/agency	Adults					Under 18s				
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	N/a	N/a				N/a	N/a			
Private home	N/a	N/a				N/a	N/a			
Home tuition	N/a	N/a				N/a	N/a			
Residential	N/a	N/a				174	165			
Hotel/guesthouse	N/a	N/a				N/a	N/a			
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a				N/a	N/a			
Arranged by student/family/guardian	Adults					Under 18s				
Staying with own family	N/a	N/a				N/a	N/a			
Staying in privately rented rooms/flats	N/a	N/a				N/a	N/a			
	Adults					Under 18s				
Overall totals	N/a	N/a				N/a	N/a			

Centres	1	2	3	4	5
Overall total adults + under 18s	174	165			