

Organisation name	Harrow School Short Courses
Inspection date	28–29 July 2024

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> The premises provide students and staff with a safe, 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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

<b>Recommendation</b>
We recommend continued accreditation.

**Summary statement**

The British Council inspected and accredited Harrow School Short Courses in July 2024. 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](http://www.britishcouncil.org/education/accreditation) for details).

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

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

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

## Introduction

Harrow School Short Courses (HSSC) is a wholly owned subsidiary of Harrow School, operated by Harrow School Enterprises Ltd (HSEL). HSSC was founded in 1995 under the name 'BABSSCo' and changed its name in 2017 to Harrow School Short Courses.

HSSC provides open enrolment residential courses for international students aged from 9 to 17 and closed courses for students of the same nationality. It offers general English and multi-activity courses, including options to study projects and presentations or analysis and debate for seniors. All courses are two weeks long and have specific start and finish dates and run over a six-week period in July and August. Students from one course are not mixed with those starting on other dates. All courses operate on Harrow School's campus.

The inspection took place over two days with two inspectors. Meetings were held with the business director, the academic principal, the head of commercial operations, the director of studies, the head of marketing, the HSSC registrar, the pastoral manager, the activities manager, the course director, the operations manager, the assistant director of studies for the juniors, and the assistant director of studies for seniors. Focus meetings were held with a group of students, teachers, activity leaders, and house parents. One of the inspectors inspected two boarding houses.

## Address of main site/head office

Harrow School, 5 High Street, Harrow on the Hill, Middlesex HA1 3HP

## Description of sites visited/observed

Harrow School (HS) is an independent boarding school for boys aged 13+, which was founded in 1572. The facilities used for HSSC include a classroom block (Modern Languages Schools: MLS) with 15 classrooms, science laboratories and a space observatory, a dining room, four boarding houses, a medical centre staffed by fully qualified nurses, a three-floor library, one IT suite, a student relaxation facility, a theatre, and a range of indoor and outdoor sports facilities, including a swimming pool, tennis courts and a golf course.

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"/>
Content and language integrated learning (CLIL)	<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

HSSC runs general English and multi-activity courses for 9 to 17 year-olds. Students aged 9–11 ('Juniors') are offered general English in the mornings and multi-activity courses in the afternoons. Students aged 12–17 ('Seniors') are split into two age bands of 12–14 and 15–17 for lessons in the mornings. A maximum of ten students of the same nationality are accepted in each of the senior age bands.

Senior students take general English lessons in the morning and an afternoon elective (projects and presentations, or analysis and debate) and complete a varied multi-activity programme, including options for science, drama, leadership, soccer and tennis, which are all led by qualified instructors using Harrow School's facilities.

## Management profile

HSSC is managed by a team of ten permanent HSEL staff ('Head Office'). In the summer, this full-time team is supported by temporary staff, approximately 65 per cent of whom are regular returning staff members. The academic team consists of an academic principal from head office, who supervises a director of studies (DoS), supported by two assistant directors of studies (ADoS), a senior teacher (ST), lead teachers (LT) for each course,

an EFL administrator, and approximately 15 EFL teachers. The activities and pastoral team consists of a head of commercial operations from head office who supervises a centre director (CD), supported by a pastoral manager (PM), activities managers (AM), an activity leader (AL) for each course, activity staff, an operations manager and course office assistants for administration and finance.

### Accommodation profile

Accommodation is provided in three of Harrow School's boarding houses. Older students are in two of the houses, with boys in one and girls in the other. Junior students occupy the third house with boys on one floor and girls on another.

### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, in accordance with the provider's stated goals, values, and publicity. Communication throughout the organisation is very good; there are excellent human resource procedures and systems of review; and strong effective methods of support for staff. Student administration is carried out effectively and publicity is clear. *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 provide students and staff with comfortable relaxation areas and a very good professional environment for work. There are effective measures in place to ensure the safety and security of staff and students on the whole. A good range of resources, appropriate to the age and needs of the students is available for teachers. *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 that is very appropriate to the context. Teachers receive effective 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 met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, 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 needs of the students for pastoral care, information, advice and support are very well met. Accommodation is comfortable, well managed and provides excellent facilities. Measures to ensure the safety of students are in place and students benefit from well-managed student services and a very extensive and well-resourced leisure programme. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

#### Safeguarding under 18s

The provision meets the section standard. There is a comprehensive safeguarding policy and staff undergo extensive safeguarding training. Recruitment policies and procedures are appropriate in the main. Parental consent forms are on file and there are student rules in place for all under 18s. *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.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met

M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	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

M4 There are very effective channels of communication to ensure all staff are well informed. In addition to regular formal meetings, good use is made of email and social media apps, as well as a daily news bulletin which is sent to all members of staff.

M5 Student feedback is taken very seriously. Initial and end-of-course feedback is collected, collated and acted upon. Student forums also take place, attended by members of all departments, and actions taken are passed on to students through "you said, we did" posters. Student feedback clearly informs the annual review process.

M6 Staff feedback is collected via exit questionnaires for all staff, with key managers preparing a full report on the summer. Appraisals and staff forums provide further opportunities for more immediate feedback, and the HSSC school app allows for anonymous feedback at any time. Evidence was seen of action taken in response to staff feedback.

M7 There is a comprehensive annual review process incorporating feedback from all department managers, staff and students, as well as comments from independent accreditation reports.

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 ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

#### Comments

M8 Comprehensive employment and managerial handbooks provide information to staff on HR policies. They are clearly organised and attractively presented. Staff at focus groups and meetings reported that they were well informed and supported.

M11 A very thorough induction process takes place for all staff, including pre-arrival video presentations. A two-day onsite induction covers essential health and safety, safeguarding and first aid training before participants break into departmental groups for more intensive training and guidance in their individual roles. Provision is made for late arrivals to ensure they are also fully inducted.

M12 A robust and supportive appraisal procedure is in place which highlights achievements as well as areas for improvement. Feedback from staff was very positive about this process.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good 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 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 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

M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

#### Comments

M14 There is a clear culture of customer service embedded in all roles. Staff go out of their way to provide support and guidance and there are strong systems in place to ensure this can be achieved. Feedback from staff, students, parents and group leaders was very positive in this regard.  
M15 Comprehensive pre-course information is available and personalised responses to enquiries ensure further guidance is provided. Information is available in a number of languages.  
M18 A robust attendance policy is communicated to all staff and students, and strictly followed. Excellent records are kept, and procedures are consistently reviewed and updated in response to any issues that arise.

<b>Publicity</b>	Met
M21 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
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Strength
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The main source of publicity is the website which includes a downloadable brochure. The school has a presence on a number of social media platforms.  
M21 Publicity materials give a realistic impression of the student experience. Images, including videos, are very representative of the facilities and extent of services available. Agent-produced materials and social media are carefully and regularly monitored.  
M26 Information on boarding house accommodation is comprehensive and includes realistic images of rooms and facilities, as well as information on meals provided in the main dining hall and staffing levels.

### Premises and resources

<b>Premises and facilities</b>	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 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
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

#### Comments

P1 There are risk assessments in place to ensure the safety and security of students in all school buildings, in addition to robust H&S policies and procedures. However, insufficient action has been taken to limit the access of outside visitors to the area adjacent to the main classroom building, in particular.  
P2 The premises extend over a very attractive 260-acre site that is well maintained and equipped. All buildings are spotlessly clean and in a very good state of repair.  
P3 Classrooms are spacious, with good natural light and flexible furniture to allow maximum movement. All teaching rooms are located in a self-contained block which provides a very comfortable environment for study.

P4 All boarding houses have a comfortable common room and there are extensive grounds and facilities for student relaxation and recreation. All meals are taken in the large dining hall.

P6 Facilities for staff are very good and include their own common rooms in boarding houses shared with students. Teachers have a spacious preparation room and separate kitchen and relaxation area, as well as separate toilets. Activities and pastoral staff share a comfortable area adjacent to the course office where meetings also take place.

<b>Learning resources</b>	<b>Area of strength</b>
P7 There are sufficient learning resources for classroom use 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 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### **Comments**

P8 Teachers have access to a wide range of materials and resources in both hard copy and digital formats. A colour photocopier and laptops are also available. Teachers at the focus group commented positively about the resources available to them.

P9 All classrooms have good educational technology which teachers used both confidently and competently following training during induction. Technical support is available from the school's IT department.

### **Teaching and learning**

<b>Academic staff profile</b>	<b>Area of strength</b>
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

#### **Comments**

The academic staff team has a professional profile (qualifications and experience) that is entirely appropriate to the school's context. The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.

<b>Academic management</b>	<b>Area of strength</b>
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Strength
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength

**Comments**

T4 The academic management team have a strong awareness of their teachers' experience and are considerate of their personal preferences. Students are grouped according to age and level, and consideration is given to classroom allocations for younger students or those with additional needs.

T5 There are very effective cover procedures in place. A minimum of three members of the academic management team are always available for cover, with additional support from the academic principal in emergencies.

T7 Induction procedures are thorough and include pre-course training and in-person workshops and planning sessions. Teachers commented that they were very well prepared for their first day of teaching.

T8 Strong support systems are in place including a buddy system for new teachers, allocated time with a senior teacher and lead teacher to plan lessons and discuss students' needs. Daily meetings and the daily bulletin also provide additional support and guidance.

T9 All observations are carried out by TEFLQ managers. Drop-in observations take place every week in addition to formal observations throughout the course. Feedback identifies positive aspects of the lesson as well as areas to address, which inform future CPD sessions. Peer observations also take place.

T10 CPD sessions are planned in advance based on feedback and observations from the previous summer and the fundamentals of the course design. Additional sessions are organised in response to current observations or teacher requests.

**Course design and implementation****Area of strength**

T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.

Met

T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.

Strength

T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.

Strength

T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.

Strength

**Comments**

T12 Courses include excursion and fieldwork preparation classes which are designed to maximise the use of English beyond the classroom. Careful attention is taken to ensure classes have a diverse range of nationalities and students are encouraged to collaborate accordingly.

T13 A thorough review of all courses and materials takes place at the end of every summer, including an analysis of student and staff feedback. Evidence of recent major changes to the course content and use of coursebook materials was noted.

T14 Teachers prepare a 'course overview' for the two-week programme following an initial needs analysis with their class. Once agreed, this is posted into students' workbooks and referred to regularly to ensure students remain happy with the content.

**Learner management****Area of strength**

T15 There are effective procedures for the correct placement of students, appropriate to their level and age.

Met

T16 There are effective procedures for evaluating, monitoring and recording students' progress.

Strength

T17 Students are helped to identify their learning needs and receive support to meet course objectives.

Strength

T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.

N/a

**Comments**

T16 Interviews, with one teacher and two students, are held at the beginning and end of the course; scores for these are recorded. There is a more impressionistic view of how each student is progressing noted on the class register every day.

T17 The design of the course is influenced by a needs analysis in week one. Notes are taken on any special needs students may have and support is available, with one-to-one assistance an ultimate option.

**Classroom observation record**

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	All morning lessons

**Comments**

All scheduled teachers during the time of the inspection were observed by one or other of the inspectors.

Teaching: classroom observation	Area of strength
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Strength
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Strength
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Strength
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

**Comments**

T19 Teachers provided clear and accurate models of spoken and written form with often concise and memorable examples. Parts of speech and phonological features were indicated, and emergent language and students' questions were dealt with very well.

T20 All teachers provided detailed lesson plans that included a range of activities appropriate to the students' age and interests, as well as to emphasise the principal course objective of developing speaking skills in most of the lessons observed.

T21 Learning outcomes were made clear on plans and to students on whiteboards. Potential difficulties were identified with appropriate solutions.

T22 A confident use of a range of teaching techniques was observed. Instructions were modelled and checked. There were good examples of elicitation, prompting, nomination and very effective drilling among other appropriate pronunciation techniques. Regular concept checking, gesture and mime were used to clarify meaning.

T23 Educational technology was used confidently and competently. Whiteboards were well organised and generally clear, furniture was manoeuvred to better facilitate certain activities, particularly with the younger age group. Materials were engaging and colourful in the vast majority of lessons.

T24 Feedback stages were built into some plans and in better segments error correction was consistent, sensitively handled and valued by the students.

T25 Evaluation of learning was mostly achieved through controlled practice. Lessons were well staged and plans included differentiation activities where relevant.

T26 Students were wholly committed and engaged in all lessons and there was a very good rapport between the teachers and their learners. Materials and activities were personalised to encourage maximum inclusion, and there was an excellent use of movement to generate pace and energy. Students were suitably challenged, and competitive activities ensured full participation and variety.

**Welfare and student services**

Care of students	Area of strength
W1 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
W2 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
W3 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
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength



W6 Students have access to adequate health care provision.	Strength
<b>Comments</b>	
<p>W1 There is a comprehensive policy and plan for emergencies on the premises, on excursions, in the vicinity of the institution and where students live; they include procedures for verifying the whereabouts and safety of students through the HSSC app and communicating coded safety advice. Relevant elements are shared with students in an age-appropriate way.</p> <p>W2 Students are introduced to the pastoral manager in their induction and a photo is included in their workbooks. Welfare posters in classes show students what to do if they are unhappy or have a problem. Teachers, activity leaders and house parents have access to student registers and the live 'pastoral log' which monitors each student closely during their time with HSSC. A briefer welfare account of students is given in the staff section of the HSSC app.</p> <p>W3 There is a clear policy with rules and details of what is acceptable behaviour from students together with a warning system. Student conduct is noted in the pastoral log and reviewed at weekly pastoral meetings.</p> <p>W5 Free transfers are arranged from the airport to the school for students who want them. A password system is used to make sure that correct pick-ups take place.</p> <p>W6 There is a medical centre in the school with nurses seven days a week. If this centre needs to, it refers students onward within the NHS. Both the course director and the pastoral manager are registered paediatric nurses.</p>	

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Strength
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

<b>Comments</b>	
<p>Accommodation is provided in three of Harrow School's boarding houses. Older students are in two of the houses, with boys in one and girls in the other. Junior students occupy the third house with boys on one floor and girls on another.</p> <p>W7 The accommodation seen was of a high standard both in bedrooms and in the common areas. There are separate staff and student common rooms. The latter included space for table tennis, pool and other games. Student feedback was consistently positive about the accommodation.</p> <p>W8 Rooms are cleaned daily and there is a weekly laundry service provided by the house parents with further assistance available if necessary.</p> <p>W9 Pre, mid and post let checks are undertaken by the HSSC operations manager. All necessary health and safety checks are undertaken by the school with reports provided to HSSC.</p> <p>W13 There is a wide range of good quality food provided, including healthy options. Weekly menus are uploaded onto the HSSC app and posted in boarding houses.</p>	

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

<b>Comments</b>	
None.	

<b>Accommodation: other</b>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

#### Comments

None.

<b>Leisure opportunities</b>	<b>Area of strength</b>
W19 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
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

#### Comments

W20 There is a very wide range of age-appropriate activities and excursions. There are always wet weather alternatives and when a London excursion is planned there is always an alternative in case there are issues in London. There is always an alternative to theme park excursions for students who are not attracted by such places. W21 The activities manager is responsible for delivering the programme, assisted by both activities leaders and activities staff. There is a wide range of facilities available in the school: indoor multi-activity spaces; a swimming pool; a golf course and a variety of sports pitches and courts. W22 Risk assessments are updated annually and activity leaders report on them and other aspects of the activity on their return from it. All staff are first aid trained. On urban excursions they are issued with 'grab bags' containing equipment recommended by the UK government and the Metropolitan police.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	<b>Area of strength</b>
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.	Strength
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

The school only accepts students under the age of 18. In the week of the inspection there were 107 students aged between nine and 17 years old. This number rises to 123 during the peak week of the year. S1 HSSC has a safeguarding policy, based on the school's, which is reviewed and updated annually. It is comprehensive and there is evidence of expert input in its formulation. The designated safeguarding lead (DSL)

and one deputy DSL are year-round staff at the school. The second deputy DSL, the pastoral manager, is a temporary staff member.

S2 The policy is sent to all staff before their contract starts, together with useful videos and a quiz that has to be completed to show that staff have taken on board key messages. A link to British Council safeguarding training is sent and during induction there is a scenario-based briefing.

S4 There are robust recruitment procedures in place, including all references followed up with a phone call and staff returning from abroad having a new police check every year. There was, however, an isolated instance of the record of a follow-up call regarding the suitability to work with children not being accurately recorded when transferring information into digital format.

S5 Attendance at all classes and activities is checked and recorded. Registers are collected promptly and any absences are followed up within 15 minutes. Supervision ratios are 1:10 for seniors and 1:7 for juniors, or better.

S6 There are clear rules for what students may do outside classrooms and activities; students were aware of these. Junior students are always accompanied when moving between buildings.

S7 Each boarding house has a house parent. This person is assisted by activities staff who have residency as part of their contracts. Staffing ratios are comfortably above the required levels.

### 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	2000
Last full inspection	2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Year-round online English tuition
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	1572 (Harrow School), 1995 (BABSSCo), 2017 (Harrow School Short Courses, HSSC)
Ownership	Name of company: Harrow School Enterprises Ltd (a wholly owned subsidiary of Harrow School) Company number: 1617359
Other accreditation/inspection	ISI (This accreditation is for Harrow School)

### Premises profile

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



<b>Student profile</b>	At inspection	Estimate at peak
<b>ELT/ESOL students (eligible courses)</b>	At inspection	July
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	34	28
Full-time ELT (15+ hours per week) aged under 16	73	95
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
<b>Overall total ELT/ESOL students shown above</b>	<b>107</b>	<b>123</b>
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
Junior programmes: advertised minimum age	9	9
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	2 weeks	2 weeks
Junior programmes: predominant nationalities	Japanese, Chinese, German, Turkish, Greek	Japanese, Chinese, French, Turkish, Greek

<b>Staff profile</b>	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	13	14
Number teaching ELT 20 hours and over a week	9	
Number teaching ELT under 20 hours a week	4	
Number of academic managers for eligible ELT courses	4	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	18	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	4
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	4

#### Comments

None of the academic managers were scheduled to teach during the inspection.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	2
TEFLI qualification	10
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	1
Total	13

#### Comments

None.

**Accommodation profile**

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	107
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	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	107
Overall total adults + under 18s	107	

**Items requiring early action**

None.