

Organisation name	Harrow School Short Courses, Harrow
Inspection date	23–25 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

The British Council inspected and accredited Harrow School Short Courses 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).

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, publicity, premises and facilities, learning resources, course design, care of students, accommodation, leisure opportunities, and 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 courses, including options to study projects and presentations or analysis and debate, and English Plus courses (science, drama, leadership and tennis). 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.

In addition to courses directly supervised at Harrow School, HSSC promotes and takes bookings for separately accredited courses at Dulwich College and Heathfield School.

The inspection took place over three days with two inspectors. The inspectors interviewed year-round HSSC staff and other senior managers, held focus groups with teachers, students and activity staff, scrutinised documentation, and observed all of the teachers scheduled to teach during the inspection period. One of the inspectors inspected two boarding houses. The inspection was concluded with a round-up held with senior managers.

Address of main site/head office

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

Description of sites visited

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

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

HSSC runs general English and activities and English Plus 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 mornings and afternoons and some activities. A maximum of eight students of the same nationality are accepted in each of the senior age bands.

Senior students take general English lessons and an afternoon elective (projects and presentations, or analysis and debate) and choose between multi-activity courses or English Plus courses (science, drama, leadership and tennis). Tennis courses are led by qualified coaches; science courses are taught by Harrow School teachers and include astronomy in Harrow School's space observatory; leadership courses are delivered by an external specialist and build on aspects of character education as delivered at Harrow School; and drama lessons lead to a show in the school theatre.

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 70 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, administrative support and approximately twenty EFL Teachers. The activities and pastoral team consists of a senior operations manager (SOM) from head office who supervises a centre director (CD), supported by a pastoral manager (PM), two activities managers (AM), an activity leader (AL) for each course, activity staff, facilities management and course office assistants for administration and finance.

Accommodation profile

Harrow School has its own residential accommodation. Three boarding houses (The Knoll, Lyons and The Park) were in use at the time of inspection and all students were residential in either single, double or triple rooms.

The Knoll and Lyons are located near to the teaching buildings and, at the time of inspection, housed seniors (including those on a closed Chinese course). The Park is slightly further away and housed all juniors. At the Knoll, female students were separated into two areas; 4B housing female students aged 12 to 14, and 4C housing those aged 15 to 17. At Lyons, the boys were also separated into two areas using the same age ranges.

A house parent is in charge of each house and staff to student ratios are one to six in The Park and Lyons and one to seven in The Knoll. All boarding houses have shared bathroom facilities for students, relaxation spaces and a more formal room for briefings.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Excellent documentation and procedures are in place to disseminate the company's values. Communication is very good; human resources procedures are very well managed and staff feel supported. Student administration is carried out very effectively. Publicity is of a very high standard. *Strategic and quality management, Staff management, Student administration, and Publicity* 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. A wide range of resources 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. Academic managers and teachers have a professional profile that meets the needs of students. Teachers are well supported to ensure their teaching meets the learning needs of students. Courses are well structured and managed to provide benefit to students. The teaching observed met the requirements of the Scheme. *Course design* is an area of strength.

Welfare and student services

The needs of students for security, pastoral care, information and leisure activities are well met. All areas of welfare are very well managed, accommodation is of a high standard, and out-of-class activities are extremely well resourced and organised. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Safeguarding under 18s

There is excellent provision for the safeguarding of students under the age of 18 within the organisation, and in the leisure activities and accommodation provided. Staff are well trained and well supported to implement the comprehensive safeguarding policy. *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.	Strength

M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 The company's goals and values are clearly outlined for staff and students and integral to its working. They are also made clear in publicity.

M2 Organisational objectives are clearly stated with time scales and effective measures to monitor progress. Two of the 2019 goals - rebranding the age groups and the roll out of a new student app for mobile phones - have been achieved successfully.

M3 The management structure is clear and outlined in head office and operational organograms. Clear arrangements are in place to ensure continuity at all times. Many of the company's managers work year round at head office and there is a very high return rate among temporary staff.

M4 Communication is effective within all of the teams working in the ELT operation. Frequent communication takes place through a variety of channels that include email groups, a dedicated staff app with vital information, regular meetings, staff forums and a daily news bulletin.

M5 There was plentiful evidence that feedback is analysed and used to improve services. Comprehensive student feedback is obtained through a number of channels that include initial and leaving questionnaires and student forums with all key managers present.

M6 Feedback is gathered effectively in a variety of ways from both teaching and activities staff. Teachers and activities staff forums are held, and staff feedback is gathered at the end of their employment through exit interviews. Reports written by head office and summer staff underpin the planning of the next year's summer programme.

M7 The company has a comprehensive and regular quality review cycle incorporating multiple sources of reference. The self-evaluation against Accreditation UK inspection criteria was thorough, realistic and self-critical.

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.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M8 Human resources policies are clearly explained in an attractively produced employment handbook. Policies are aligned to those of Harrow School, and reviewed for compliance by the school's officers. The company provides a rewarding work environment and staff feel valued and well supported.

M11 Induction procedures are very good, and checklists ensure that all aspects of the provision are covered. A video of a typical lesson is sent out to teachers in advance, and before the course they attend a day and a half of paid induction at the school. Activities and pastoral staff receive comprehensive role specific training.

M12 Appraisal systems are thorough. Appraisals are compulsory for all management, teaching, pastoral and activity staff. Procedures include: self-evaluation by staff, informal feedback and in the case of teachers, observation feedback, exit interviews and a written summary of appraisal results.

M13 Professional development is taken seriously. The company organises and funds staff training for head office staff throughout the year. Teacher development programmes are run during the summer and specific role training is provided for activities staff. Peer observation, mentoring and buddy systems are also a feature. Staff records make clear the large amount of training that year-round and summer staff receive.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M15 Very clear information on the different courses is provided in publicity, and each course has its own video, which is updated annually and available online.
M16 Enrolment procedures are clear and carried out efficiently and sensitively. The company maintains strict maximum nationality quotas for each course. Initial checks are made on students' well-being and satisfaction.
M19 Absence and lateness is very carefully monitored. Clear absentee and lateness policies are set out in the student handbook and during an induction day for group leaders. Students are expected to attend all lessons and scheduled activities, which take up much of the students' day with very little down time.

Publicity	Area of strength
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Strength
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
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.	Met
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

Publicity consists of a generic websites and brochures for all the courses run and promoted by HSEL. There is also a social media presence for courses run by HSSC.
M22 Descriptions of the provision are very clear, and visuals give an attractive and realistic impression of the student experience.
M24 Information on course content across the three age ranges is clearly presented with key details highlighted in an attractive format.
M27 Descriptions of boarding house accommodation on the website are very informative and cover all the main points of interest such as facilities, staffing, safety, and catering in the main dining hall.

Premises and resources

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

Comments

P1 The site offers a very attractive location for both staff and students, full of character and interest. It is very well equipped and maintained, and provides a comfortable environment for summer school students.

P2 Classrooms in the two blocks allocated to summer school are all spacious and comfortable, providing a very suitable environment for learning and study.

P3 The large dining area provides a highly appropriate location for staff and students to take their meals. There are many facilities for student relaxation and recreation, including communal space in the boarding houses.

P6 The staff have access to spacious, well-equipped and comfortable rooms, where they can relax, carry out office work, prepare lessons and mark student work. Teachers also have their own dedicated classroom which can be used for preparation; activity staff can relax and prepare activities in the course office. In addition, staff have access to a subsidised gymnasium, swimming pool, and bar.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	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.	Strength

Comments

P8 The course benefits from a wide range of well-organised additional resources that teachers can use to help them prepare appropriate materials for their learners. The teaching team has good access to computers and photocopying facilities.

P9 Classrooms are well equipped technologically and staff can call on in-house technical support for help or training. The technology is well maintained.

P12 Review systems are thorough. Teachers are invited to give feedback and make suggestions on educational resources through questionnaires, exit interviews and forums. Students are asked about resources in the student forum. Academic management staff make suggestions for improvements through review meetings and reports.

There is an annual budget for improving academic resources from one year to the next.

Teaching and learning

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

T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T1 Three teachers did not have a Level 6 qualification. The rationales for their employment were accepted within the context of this inspection because of their involvement in a range of relevant post-school educational activities.
T4 All five academic managers are TEFLQ with considerable teaching experience. The academic principal has worked as head of English as an Additional Language (EAL) in the Harrow School for over ten years.

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

Comments

T8 All students arrive and depart on fixed dates and there is no overlapping of courses.
T9 Arrangements to ensure day-to-day guidance and support are very effective. Help is given by experienced teachers and managers to guide teachers with their lesson planning; a bank of 'learning overviews' is made available to give ideas; there is a mentoring system and good support for peer observation; at the start of every course there is a group planning session; and filmed lessons by expert HSSC teachers are available.
T10 Observation arrangements are well organised, effective and much appreciated by teachers. They include formal and weekly 'buzz' observations by the DoS. General feedback is given to all teachers on the course after a buzz observation.

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.	Met
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.	Strength
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	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

T12 Course design is carefully reviewed on the basis of management, teacher and student feedback. There was evidence that course content was effectively negotiated between teachers and students.
T13 All students receive detailed course outlines called 'learning overviews', designed by the teacher based on a needs analysis. However, there was too little reference to intended learning outcomes in those inspected.
T14 The school's project and fieldwork sessions give students good opportunities to practise their English outside the classroom in interactions with native speakers. Useful language is taught in advance and there is a language feedback session after the fieldwork to ensure there is a strong language focus.
T15 Very useful support and guidance is given in the student workbook to help develop learning and study strategies.

T16 A number of very helpful strategies are employed to ensure that students develop their language skills outside the classroom, including classroom lessons designed to prepare students for their activities and excursions, and training is given to activity staff to help them grade their language when talking to learners.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' 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.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

T21 Academic reports are comprehensive and professionally presented. They include end-of-course assessment grades linked the Common European Framework of Reference (CEFR), performance scores, and reports by the teacher and activities leaders.

Classroom observation record

Number of teachers seen	20
Number of observations	20
Parts of programme(s) observed	General English and project classes.

Comments

None.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Strength
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.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Knowledge of the grammatical systems was very good, and teachers provided clear spoken models of English and gave useful pronunciation support with new language.

T24 The content of the lessons was appropriate for the overall course objectives. Topics were very well chosen to meet the needs and interests of the students in the different age groups.

T25 Lessons were planned and learning outcomes were usually made known to students. There was a logical progression through most of the segments observed and course coherence was underlined with references to previous lessons and future activities. Some high-level learners needed more challenging activities.

T26 Appropriate teaching and learning techniques were used to meet course objectives, although the range was narrow. Teachers promoted student engagement and interaction through elicitation and small group activities. Some drilling was noted and in the best classes activities were varied and pacing was good. However, several classes were too static for the age of the students, and techniques for teaching vocabulary were generally limited.

T27 Resources such as the interactive whiteboard and whiteboard were used to facilitate learning, and in a few classes good use was made of video clips. In some lessons whiteboards were overloaded with detailed information. Furniture was appropriately arranged in most classes to encourage interaction.

T28 Teachers regularly praised students' successful contributions and good encouragement was noted generally. However, there was insufficient feedback on inaccuracies in many lessons and a lack of exploitation of student mistakes as a source of teaching and learning, and insufficient feedback on fluency activities.

T29 In the best lesson segments observed activities were used to evaluate whether learning was taking place.

T30 In the main, teachers had an engaging classroom presence and there was a positive working atmosphere in most lesson segments observed. In the best lessons nomination of students was good and personalised examples were used to involve students. Sometimes small group tasks were not effectively prepared or followed up, with a lack of clear instructions, examples and the provision of useful language.

Classroom observation summary

The teaching observed met the requirements of the Scheme, and ranged from excellent to unsatisfactory with the majority of segments observed being excellent or good. Teachers displayed a good knowledge of English and presented clear models for students to follow. Content was well chosen. Lessons were planned to meet the needs of the students and course objectives and classroom activities were mainly coherent and purposeful, although some students needed more challenging activities and the lessons needed to be better paced. Teaching techniques were limited in range, although a number of different resources were used to enhance learning. Teachers generally gave good encouragement but there was insufficient correction of mistakes to help students and to promote learning. Most teachers had an appropriate presence in the classroom and managed their classes in an engaging way although some group work could have been better managed.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	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.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Strength

Comments

W2 The major incident procedure is clear and comprehensive for both on-site and off-site emergencies and training of staff is thorough and effective. The bespoke staff app allows for instant communication of information as well as easy and secure access to procedures and emergency contact numbers. The student app also contains this information and students are sensitively briefed by house parents on arrival. Information is provided in the form of a poster (also displayed on noticeboards).

W3 There is a strong focus on pastoral care with house parents having overall responsibility, supported by the whole team. Each activity leader has their own group of students to monitor and ratios are generous. There is a pastoral log that is shared via the app and a weekly meeting with key management, pastoral, activity and teaching leads.

W6 Information about arrival in the UK is clear and comprehensive and airport meeting instructions include a confidential password to ensure added security.

W8 Health care provision is excellent. The school has its own team of nurses based in the medical centre which is open every morning and evening during the summer school, and many staff are first aid trained. Teachers and activity staff are given emergency care training at induction and procedures and videos are uploaded onto the staff app. Individual care plans are created for those students who need them.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Strength
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
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.	N/a
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength
Comments	
<p>W9 A range of rooming options is available, and all are comfortable, spacious and well furnished. While there is no ensuite accommodation for students, there are ample bathroom facilities for the number of students. All residences have a comfortable common room area where students can relax during supervised 'house time' and there is also a more formal room where daily briefings are delivered.</p> <p>W10 Cleaning and laundry arrangements are very good. All rooms and bathrooms are cleaned daily and common areas weekly. A laundry service is provided weekly and house parents have access to washing machines should there be a need from individual students. The student app contains a lost property facility.</p> <p>W13 There is close liaison between house parents, students and group leaders to remedy any issues that arise in relation to accommodation. Students provide feedback on this area as part of their initial and end-of-course feedback and the weekly student forum provides an additional feedback mechanism where any accommodation issues can be raised.</p> <p>W15 Meals provided are of a high standard and a wide choice of healthy options is on offer. Packed lunches are also of a high standard. Students with dietary requirements are well catered for and the process is carefully managed.</p>	
<i>Accommodation: homestay only</i>	
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	
No homestay accommodation is provided.	
<i>Accommodation: other</i>	
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	
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.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength

W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength
Comments	
W23 The school provides an extensive and well-balanced programme of social, cultural and sporting activities which includes a range of specialist activities delivered by external providers. Detailed information is provided at the application stage and students can choose from a range of options and excursions all of which are included in the fee.	
W24 Juniors and seniors have separate activities and excursions to ensure they are appropriate to age and interests. In addition, some senior activities are split according to age to ensure they are most appropriate. Students can choose between excursions in London and out of London. The extensive facilities of the main school also allow activity staff to be responsive to student requests for activities and also to weather conditions.	
W25 The activities programme is very well resourced, both in terms of the number of activity staff and also the wide variety of specialist suppliers that are brought in to deliver activities. Activities are efficiently and effectively managed. There are two activity managers who oversee the programme of events and manage a team of activity leaders who, in turn, manage a team of activity staff. Activity staff are also present during sessions provided by external suppliers.	
W26 Health and safety procedures are comprehensive and effectively managed. Procedures for both on-site and off-site safety are exemplary and staff/student ratios are generous. Risk assessments are rigorous and activity leaders are asked to update them immediately after an activity to ensure that they are fully up to date. All activity staff have access to the staff app with its extensive health and safety information.	
W27 All specialist activities are led by qualified staff with appropriate training and experience. Activity managers and staff also attend and monitor these sessions. In-house activities are led by experienced staff and mentoring is provided for any new staff. A substantial number of activity staff return each year which allows for any new staff to have a high level of support and mentoring.	

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.	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

S1 There is a clear and comprehensive safeguarding policy. It is adapted from the main school policy and has had expert external input to ensure it is appropriate to the summer school context. The policy is reviewed and updated each year in line with the main school procedures. There is a main and deputy safeguarding lead who are both members of the permanent management team.

S2 The safeguarding policy is well known to all staff. Staff are sent a pre-induction safeguarding video and are given a re-cap and quiz at induction to ensure they have taken in the information. Lead staff are suitably trained. Students are made aware of appropriate information in the handbook, on the app and at induction.

S5 Supervision ratios are high. Groups leaders are additional to these ratios and are not given responsibility for supervision of their students. Registers are taken at frequent and regular points during the day. Juniors and senior have separate programmes with different break times and activities. Seniors are divided into two age groups and closely supervised as appropriate to their age. The older group are allowed to go off-site but only in small groups.

S6 Rules are made clear to all students and their parents, and sanctions are applied where necessary. Detailed risk assessments are in place and regularly updated. Juniors have constant supervision and the senior programme has been designed to ensure that there is limited free time.

S7 There are very good arrangements for the accommodation of students. At the time of inspection, boys, girls and juniors were all in separate boarding houses. There are staff on each corridor and the ratios of staff to students were high.

Organisation profile

Inspection history	Dates/details
First inspection	2000
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) at this centre	Year-round Online English Tuition.
Other related accredited schools/centres/affiliates	Heathfield School and Dulwich College, with separate accreditations
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1995 as BABSSCo; 2017 name change to Harrow School Short Courses
Ownership	Harrow School Enterprises Ltd (a wholly owned subsidiary of Harrow School) Company number: 01617359
Other accreditation/inspection	N/a

Premises profile

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

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	18	22
Full-time ELT (15+ hours per week) aged under 16	131	150
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	149	172
Junior programmes: advertised minimum age	9	9
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Chinese, Japanese, Russian, Spanish, Italian, German	Chinese, Japanese, Russian, Spanish, Greek, Turkish, Argentinian, Italian, German
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	20	22
Number teaching ELT 20 hours and over a week	15	
Number teaching ELT under 19 hours a week	5	
Number of academic managers for eligible ELT courses	5	5
Number of management (non-academic) and administrative staff working on eligible ELT courses	39	
Total number of support staff	23 employed by HSSC, and 75 year-round school staff	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	5
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	5
Comments	
Academic managers were not scheduled to teach during the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	4
TEFLI qualification	16
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	20
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	149
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	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	149
Overall total adults + under 18s	149	