

Organisation name	Isca School of English, Exeter
Inspection date	11–12 July 2017

Section standard	Met	Not met
<b>Management:</b> The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Resources and environment:</b> The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Teaching and learning:</b> Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Welfare and student services:</b> The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Recommendation

We recommend continued accreditation.

### Summary statement

The British Council inspected and accredited Isca School of English in July 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of 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 school offers vacation courses for under 18s.

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

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

## Organisation profile

Inspection history	Dates/details
First inspection	1981
Last full inspection	July 2013
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	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

## Private sector

Date of foundation	1966
Ownership	Name of company: Isca School of English Partnership
Other accreditation/inspection	N/a

## Premises profile

Address of main site	4 Mount Radford Crescent, Exeter, Devon EX2 4EN
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The premises are located in a residential area of Exeter, a ten-minute walk from the city centre. A total of 15 classrooms are spread over two early Victorian villas situated next to each other, together with a modern annex between the two. In the main building there are seven classrooms, the main office and reception area, the teachers' room (where the director of studies works), an internet room, an extra classroom/student relaxation room, the teachers' resources room and male and female toilets. In the villa next door there are a further three classrooms and a sitting room which students can use in wet weather, as well as male and female toilets. The rest of this building is the private quarters of the owners' family. The modern annex has three classrooms and two toilets, one of which is for disabled access.

## Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
<b>ELT/ESOL students</b> (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	43	43
Full-time ELT (15+ hours per week) aged under 16	86	86
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
<b>Overall total</b> ELT/ESOL students shown above	<b>129</b>	<b>129</b>
Junior programmes: advertised minimum age	12	12
Junior programmes: actual minimum age	12	12
Junior programmes: advertised maximum age	17	17

Junior programmes: actual maximum age	17	17
Junior programmes: predominant nationalities	Italian, Spanish	Italian, Spanish
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: actual 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
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	0	0

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	12	12
Number teaching ELT 20 hours and over a week	12	
Number teaching ELT 10–19 hours a week	0	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	1	
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	4	

#### **Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
<b>Total</b>	<b>1</b>
Comments	

The director of studies (DoS) does not have a teaching timetable and is able to cover absent teachers if necessary.

#### **Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	6
TEFLI qualification	6
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
<b>Total</b>	<b>12</b>
Comments	

Two teachers hold additional qualifications for young learners.

## Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

The school runs summer vacation courses for juniors in two age groups; 12–14 and 15–17. At the time of the inspection there were four classes for the younger age group and eight for the 15–17 year-olds.

## Accommodation profile

### Number of students in each at the time of inspection (all students on eligible courses) 129

Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	0	124
Private home	0	N/a
Home tuition	0	N/a
Residential	0	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<b>Arranged by student/family/guardian</b>	0	
Staying with own family	0	5
Staying in privately rented rooms/flats	0	0
<b>Overall totals adults/under 18s</b>	0	129
<b>Overall total adults + under 18s</b>	129	

## Introduction

This family-run school was established by the current principal's grandparents in 1966 and has been offering English language courses from the same premises since then. In 2016, the principal (who had previously been the assistant principal) took over from her father, who is now the assistant principal. They are assisted by other members of the family, as well as by staff who have been recruited to help with administration and accounts.

Students are greeted at the gates each day by members of the family, who also join in the games of table-tennis, spend time socialising with the students in their breaks, cook and serve the twice-weekly barbeque and help taking children to the doctor or dealing with other medical or personal issues.

The school operates for ten weeks over the summer, with students coming for periods of a week or more during this time. Approximately 30 per cent of students are returners. The majority are individual bookings, though there are

small groups from Europe and South America who are integrated into the classes. No single nationality dominates and there are no closed groups.

The inspection lasted two days. The inspectors had meetings with the principal, the assistant principal, the accommodation and welfare officer, the social staff, the group leaders and the DoS. Separate focus groups meetings were held with the teachers and the students. All the teachers timetabled during the inspection were observed. One inspector visited three homestays.

## Management

### Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

### Comments

M1 The items sampled were satisfactory.

### Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

M2 The three family members supervise and manage all areas of the school and are able to cover for each other. The organogram is presented in staff and student handbooks but lines of responsibility are not obvious.

M3 Duties of all staff are specified, including the safeguarding responsibilities of the principal. Although the documents were updated in 2017, they are not dated.

M4 Communication within the school and with outside stakeholders is very good. There are informal daily meetings with all the relevant staff, as well as minuted daily meetings between the DoS and the teachers, and an end-of-course review meeting with management. The assistant principal is in regular contact with parents, agents and group leaders and is at the gate each morning to greet students. An online forum is used for liaising between the social staff and the principal.

M5 The recruitment policy is thorough and follows safer recruitment guidelines. New staff are provided with a comprehensive set of documents covering all aspects of working for the school. Email communication with prospective and new employees is friendly and welcoming, assistance is given with finding accommodation and reduced rates have been negotiated. The principal collects new staff from the train or bus station. Staff commented on the level of care the owners extend towards them.

M7 The induction procedure is excellent. Teachers and social staff have the equivalent of two full days of paid induction, covering risk assessments, policies and procedures, a tour of the school and of Exeter. An induction programme takes teachers through the teachers' handbook with a variety of quizzes and competitions, as well as teaching tips and videos. The teachers' induction culminates in an afternoon planning the following week's lessons with their co-teacher, with the supervision and support of the DoS.

M8 All staff are monitored regularly on an informal basis. In addition, teachers are appraised twice during their time at the school, once mid-way through their contract, and once as they leave. Appraisal forms are clear and completed forms sampled showed very detailed and useful comments. Teachers commented on the helpfulness of the process and the follow-up meeting. Other staff members, for example, social staff, are not similarly appraised.

M9 Despite operating for only ten weeks in the year, a comprehensive professional development programme is in place. Managers attend training or events organised by English UK, social staff undergo first aid, safeguarding and Prevent training, and teachers have weekly teacher development sessions, with topics chosen in response to feedback and observations, as well as with a view to developing individual teachers' knowledge and skills.

**Student administration**

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

**Comments**

M10 The principal and assistant principal are able to cover for each other in all matters. An additional office support assistant is being trained to offer assistance in 2018 and to help in busier times in 2017. The current database is being replaced by a new, custom-built program, which is being trialled in 2017, ready for implementation in 2018.

M12 Enrolment procedures are clear and efficient. Cancellation and refund policies are set out clearly in the terms and conditions, which are available in English and other key languages. Discretion is used when dealing with late payments or cancellations, taking students' particular circumstances into account.

M14 The student attendance policy is clear, and explained in the teacher and student handbooks. Absence is followed up sensitively and appropriately, with school staff liaising well with homestay providers to provide appropriate care for absent students.

M15 Students and staff are aware of the conditions under which a student might be asked to leave the course. The owners take this seriously and have a robust policy in place. The procedures are explained in the staff and student handbooks and an example was provided of an instance several years ago when the procedures had been followed and a student sent home.

**Quality assurance**

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Comments**

M16 Points raised at the previous inspection had been thoughtfully assessed and addressed.

M17 The owners are committed to a process of continuing improvement and use a variety of information to inform developments. These include self-assessment against inspection criteria, comments from previous inspections and feedback from staff, students and parents.

M18 Students are asked for feedback on their homestay early in their first week. Feedback is also collected at the end of the first week and the end of the course. Any issues identified are dealt with immediately; for example, the sandwich provider was changed after the first week of the current course. Other issues are identified in a summary produced at the end of the summer, together with a clear action plan.

M19 Feedback from teachers is gathered informally on a daily basis but also formally at the end of the teaching contract. There is no formal mechanism for gathering feedback from other staff.

M20 The complaints procedure is explained in the student handbook, but does not mention the final recourse of English UK. However, there is an English UK poster outside the reception area, which gives this information in several languages. In practice, issues are identified and dealt with quickly and there have been no formal complaints.

**Publicity**

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

Publicity consists of a website, a brochure and a presence on several social media sites, with a blog planned for later this year.

M21 The brochure and website are available in four languages, as well as English. The language is clear and accurate and generally accessible. A few items might be difficult for students to understand, for example 'full board', and some sentences are too long for readers without a good level of English.

M22 No stock photos are used and the text gives an entirely realistic description of the student experience.

Authentic testimonials are used with permission. Students commented that the reality of their experience exceeded their expectations.

M25 Costs are clearly given in the brochure insert and on the website. The course offered is fully inclusive (tuition, course materials, accommodation, all meals, leisure programme, airport transfers and a bus pass). Students and parents are given an indication of how much 'pocket money' they should bring for snacks and extras.

#### Management summary

The provision meets the section standard and exceeds it in some respects. The extensive experience and family ownership of the organisation work well for the benefit of both students and staff. Student administration is handled efficiently and effectively, communication is excellent, and managers proactively seek to improve and develop the provision offered. Publicity is clear and offers entirely realistic expectations. *Staff management*, *Student administration* and *Quality assurance* are areas of strength.

### Resources and environment

#### Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

R1 The buildings are spacious with large entrance halls, wide staircases and spaces for students to congregate between classes. The gardens to the front and rear of both buildings can easily accommodate all the students, with seating at a variety of picnic tables and chairs.

R2 The premises are in an excellent state of repair, cleanliness and decoration. The buildings are assessed each year and a plan of maintenance and repair is undertaken in readiness for the coming year. All areas of the buildings and the gardens are very well maintained.

R3 All classrooms are light, well ventilated and quiet. Each is differently furnished and decorated to a high standard. The majority of rooms are spacious and all are well equipped and accommodate the stated maximum of 12.

R4 Students mostly use the gardens for relaxation, where there are three table-tennis tables, but rooms are available in the buildings for students to use in wet weather. There are two pianos in different buildings that the student can use, as well as a selection of guitars. Snacks are available to purchase in the break and lunch is provided every day, free of charge.

R5 Signage is clear and effective. Noticeboards are used well to display students' work and to create a dynamic learning environment. A section in the teachers' handbook contains information about looking after display boards

and keeping classes tidy.

R6 The staffroom provides a suitable working environment for the teachers and the DoS, with space for storing personal possessions and a small kitchen area.

### Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

R7 Students use class sets of up-to-date coursebooks together with a variety of supplementary materials, appropriate to the ages of the students and the type of course. Materials for the project work sessions are carefully selected and prepared.

R8 The resources room contains a variety of relevant teacher methodology books, coursebooks, supplementary materials and photocopiable resources. All are very well organised, clearly labelled and easily accessible.

R9 All the classrooms are equipped with a smart television, which teachers can connect to the laptops they are loaned at the beginning of the summer. There are also several video recorders, cameras and tablet computers that teachers can borrow, particularly for project work. An IT specialist works on site and is available to deal with any technical issues.

R12 The courses are assessed at the end of the summer as part of the annual review. Feedback gathered from teachers is used to inform this meeting and course materials have been changed as a result.

### Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises are of a particularly high standard, offering staff and students a very spacious and attractive environment in which to work. Students' work provides a lively and stimulating addition to the classrooms. Resources are well chosen and maintained and readily accessible. *Premises and facilities* and *Learning resources* are areas of strength.

## Teaching and learning

### Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

T1 The school has a robust policy of not accepting teachers who are not graduates. There was evidence of this being enforced in 2017.

T2 All teachers have appropriate qualifications. Seven of the 12 teachers are TEFLQ.

T4 The DoS is TEFLQ and has substantial additional qualifications and experience as an academic manager and trainer.

### Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

T6 Each class is taught by two teachers, with one assuming overall responsibility. In allocating classes and levels consideration is given to teacher preference, to pairing less experienced with more experienced teachers and to extending teachers' range of expertise.

T7 All classes follow the same timetable and teachers are allocated their classes and levels several weeks ahead of the course. Classes are timetabled so that pairs of teachers are in classes near each other where possible and rooms can be changed if necessary, for example, to enable access to the disabled toilet.

T8 The procedure for covering absent teachers is explained clearly in the teachers' handbook. The DoS is able to provide cover, there is also a list of supply teachers and the principal, who is TEFLI, can also be used. During the inspection, a cover teacher was called in to ensure the smooth running of the school with both the DoS and the principal busy in meetings. Procedures for preparing cover work are detailed in the teachers' handbook.

T9 Clear and useful suggestions for dealing with continuous enrolment are contained in the syllabus and related guidelines for course design. Preparations for a new intake are thoughtful and project work is used to ensure that continuing students are not repeating work while new students receive their induction.

T10 Teachers receive a great deal of academic, as well as pastoral, support. There is a ten-minute paid meeting each day led by the DoS, and weekly teacher development workshops, which are also paid. The development of individual teachers is a priority, with the interests and skills of different teachers encouraged and promoted, through suggestions for further reading and encouragement to lead workshops. Topics for the weekly in-house workshops are decided as a result of observations, feedback and teacher suggestions. Teachers stated that they felt their individual development was encouraged and promoted by the DoS and that they were very well cared for by the owners.

#### Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T12 Course design is clear and coherent and explained well in teacher and student handbooks. A coursebook is used as the basis for part of the day's teaching, with other lessons using supplementary materials or materials produced in house to link with excursions and activities. Project work and presentation skills form a significant part of the week's lessons and an excellent 'project work' booklet, included in the teachers' handbook, gives very useful background, tips and suggestions.

T13 Courses are reviewed with the teachers and management at the end of the year. Evidence of change as a result of student and teacher feedback is the decision to increase the amount of time spent on projects.

T14 Teachers are given time on Friday afternoons to prepare their weekly plan for the coming week. This is emailed to the DoS, who checks it before posting it in the classrooms ready for the week ahead.

T15 A section in the teachers' handbook gives ideas on promoting independent learning. '50 homework ideas' includes ideas for maximising students' learning both at the school and in their home countries. The tutorials also include a section on 'what I should do next' where teachers, or the DoS, can recommend strategies or resources for further study.

T16 The benefit of studying in Exeter is integral to the course provision. Classroom lessons are specifically linked to the activities or excursions of that day. Worksheets and homework are also used to practise specific language with homestay providers. Imaginative tasks are set to encourage students to look outside the class for ways of exploring and using their language skills.

## Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Comments

T17 In 2017 students were sent a comprehensive placement test ahead of the course for the first time. This meant that classes could begin immediately on the Monday morning. Students and staff reported this working well and classes were homogenous in terms of age and ability.

T18 Students receive a one-to-one tutorial every week where they are encouraged to take responsibility for their own progress and learning. The logistics of doing this is sometimes difficult for teachers to manage. There is also time set aside for a weekly progress test, which can take the form of a teacher-created test, or a presentation. Students and group leaders commented on the progress made.

T21 All students receive a detailed report prepared by their teachers. A comprehensive section in the teachers' handbook gives suggestions on writing these reports.

## Classroom observation record

Number of teachers seen	12
Number of observations	12
Parts of programme(s) observed	All

### Comments

None.

## Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

T23 Teachers demonstrated a sound knowledge of the linguistic systems of the language and modelled language appropriately. Explanations were generally clear and appropriate and in the better segments language was noted with phonology and parts of speech marked.

T24 Detailed student profiles revealed good awareness of the individual students and their needs. Lessons were well planned, with appropriate activities for the level and age of the students. Tasks were varied and challenging and logically structured. In the better segments, there was good awareness of anticipated problems.

T25 Lesson aims were written up on the board for every class and it was always clear to students what they were doing and how this connected to the plan of the day, including the activities or excursions for that day. Short, varied stages ensured there was the pace and variety necessary for young learners.

T26 A wide variety of appropriate teaching techniques was observed, including elicitation, questioning, listening, games, presentations, some controlled oral practice of extended language and use of mood music at times.

T27 Teachers made good use of rooms, changing classroom layouts for different activities. Teachers demonstrated

a confident and effective use of technology and many classrooms had wonderful displays of students' work and useful language items. Materials produced in house were of a high standard.

T28 A variety of feedback styles was observed and teachers showed sensitivity to the affective needs of students. However, opportunities for correction were often missed.

T29 Short, logically staged activities showed good progression through the lesson. In the better segments, students were referred back to the learner outcomes but this sense of progress was not always made explicit to the students.

T30 Teachers used language appropriate to the level of their students. Students were engaged and attentive and there was very little use of their first language.

### Classroom observation summary

The teaching observed met the requirements of the Scheme. The segments observed ranged from very good to satisfactory, with the majority being good or very good. Knowledge of the linguistic systems of English was sound, and all teachers were able to adapt their language to the students' level. Lesson content was highly relevant to the needs and ages of the students, and led to relevant learning outcomes. In all lesson segments observed, techniques were varied and appropriate, and students were fully engaged. Appropriate feedback was generally provided to students, although opportunities for correction were often missed. Teachers' sensitivity to individual and whole-class needs resulted in a positive learning atmosphere.

### Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The teaching and academic staff are appropriately qualified and teachers receive very good support to ensure their teaching meets the needs of their students. Programmes of study are engaging and challenging, appropriate for a summer programme for young learners. The teaching observed met the requirements of the Scheme. *Academic management, Course design, Learner management* and *Teaching* are areas of strength.

## Welfare and student services

### Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

### Comments

W1 The provision for the safety and security of the students is of a very high standard. The school managers are on site at all times when the students are present and take an active interest in their well being, greeting them on arrival and talking to them during breaks. Social staff are also on site during breaks and before and after lessons. There is coded entry to all the buildings. All relevant risks are addressed at an annual inspection. Fire safety measures, including weekly evacuation drills, are in place. Training in first aid and fire safety is provided for all staff, in addition to safeguarding. There is a major incident plan in place.

W2 Excellent levels of pastoral care are provided by everyone involved with the students, including managers, teachers, social staff, homestay hosts and group leaders (for their own students). There is a very strong family ethos throughout the whole operation. The student focus group and the group leaders felt this was one of the main strengths of the school. Any concerns about the health and well being of students are quickly identified and dealt with appropriately. Inspectors were able to see this in action with two students who were ill. A member of the social staff meets all 12 and 13 year-olds every lunchtime at the 'Junior Teens' club in order to check what they will be doing after school, and is also responsible for the younger students on excursions.

W3 There is a named person who has the main responsibility for dealing with personal problems, and who is suitably trained and always accessible. In practice, all of the senior staff, as well as the teachers and social staff, are able to help with personal problems and will refer to others as necessary.

W4 A clear policy and procedure on handling abusive behaviour and harassment is given in the staff handbook. Similar information is given in the student handbook.

W5 All students, and their families, are given the 24-hour emergency number before arrival. At induction students are told to enter the emergency number and the number of their homestay host into their phones. All the students in the focus group were able to show inspectors that this had been done.

W6 All students are met at the airport and taken to a central drop off point in Exeter where they are collected by their homestay hosts, who also take them to school on the first day. Clear information, including individualised maps with bus routes and walking routes from homestay to the school and the city centre are given to each student. All students are given a free bus pass.

W7 Appropriate information and guidance is provided in the student handbook and at induction.

### Accommodation profile

#### Comments on the accommodation seen by the inspectors

The school offers homestay accommodation only and has its own list of homestay providers. Most providers are within 20 minutes' journey time from the school, with a maximum of 30 minutes. Accommodation is provided on a full board basis with lunch being provided by the school from Monday to Friday.

Three homestay providers were visited, including one who had recently been recruited. Two of the homestays were accommodating two students in shared rooms; the students had different first languages. The other homestay had a single student.

#### Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

W9 All of the homestays visited offered a clean, comfortable and caring environment. All of the required facilities, including laundry service, were provided to a high standard. It was clear that the hosts were well briefed on what was expected of them and that they enjoyed hosting students.

W10 All accommodation is visited and thoroughly inspected before students are placed. Inspections include gas safety checks and fire risk assessments. The accommodation and welfare officer has many years experience as a host herself.

W11 The accommodation and welfare officer carries out a full re-inspection of accommodation at least once every two years, and in many cases annually. Visits also take place on the rare occasions when there has been a student complaint or poor feedback. All providers complete a thorough update form in advance of the summer season, which includes, for example, confirmation of an annual gas safety check and a fire risk assessment. In addition, the accommodation and welfare officer maintains regular contact with all the hosts, for example when picking up and dropping off students, and through regular phone-calls.

W13 Comprehensive, accurate and appropriate information is provided to students and to hosts. The information is personalised with, for example, an exchange of photos between the students and the host before arrival.

Communication between all three parties – the school, the host and the student – is excellent. Students in the focus group confirmed that the school and the hosts were very helpful and supportive.

W14 The accommodation and welfare officer meets all the students on arrival or on their first day and, together with other staff, is proactive about checking their satisfaction. Students complete a general feedback form and a more detailed accommodation feedback form in their first week. Comments are carefully checked and immediate action taken and recorded if required. Further feedback forms are administered later in the course, and action is taken as appropriate. The accommodation and welfare officer makes sure that any positive comments are passed directly to the homestay host.

W15 The meals being provided in the three homestays visited by the inspector were of a good standard and were nutritious. Students in the focus group all said that the meals were good and included salad or vegetables. Special diets can be catered for.

**Accommodation: homestay**

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

**Comments**

None.

**Accommodation: residential**

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Comments**

None.

**Accommodation: other**

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Comments**

None.

**Leisure opportunities**

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments**

W26 Information is provided about activities and events in the local area before and after arrival. The school actively promotes access to the local environment through project work, interviews with homestay hosts (who usually take them on trips on Sundays) and a programme of social, cultural and sporting activities.

W27 The programme includes a variety of structured activities, some of which take place in the grounds of the school and some in external locations. In the week of the inspection, for example, there were table tennis competitions, football, volleyball, rounders, tennis, bowling and kayaking, as well as a half-day excursion to Torquay and an evening disco. On Saturdays there are full-day excursions to local cities or attractions. Alternatives to sporting activities are always available, and there are contingency arrangements for wet weather. The social staff and teachers are involved in the activities. Students are able to suggest activities that they would like to do, and these requests are accommodated where possible.

W28 Risk assessments are prepared for all events. Thorough training is included in the induction sessions for social staff. Supervision ratios are appropriate. One inspector observed the arrangements for the departure of a coach trip to Torquay, involving the whole school. The walk to the coach stop and the boarding of the coaches was conducted with an exemplary concern for safety.

## Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The high levels of care and consideration provided by all members of the management team and staff ensure that the needs of the students for security, pastoral care, information and leisure activities are well met. Similar high standards apply to the provision and management of accommodation services. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

### Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

All students are aged 12–17. Teaching takes place on the same site. Apart from five students who were living with their own family, all students live in homestay accommodation.

C1 There is a thorough and comprehensive safeguarding policy, appropriate to the context in which the school operates. There is a full version and a short version, which covers the essential points. The designated safeguarding officer (DSO) is clearly identified, has the appropriate level of training and is proactive in her role. The procedures to be followed to ensure the safety and well being of the students are specified and are supported by the relevant practical documents, such as staff handbooks and codes of conduct.

C2 The full policy is made known to all adults in contact with under 18s. Safeguarding is covered at induction with all staff including social staff, and is also made known to homestay hosts. All staff complete basic safeguarding training.

C3 There is a very detailed description of the level of care in the brochure and on the website in a separate section entitled 'Caring for you'. The different level of care and special arrangements provided for 12 and 13 year-olds is also described in the publicity.

C4 Recruitment procedures are in line with safer recruitment best practice as described in the safeguarding policy. All staff are required to provide two references asking about their suitability to work with young students, in addition to DBS checks. The safeguarding policy includes appropriate arrangements for delayed DBS. Police checks and recent references are required for staff who have been working outside the UK in the previous year. Group leaders all provide certificates of good conduct. For the homestays, evidence was seen that DBS checks are required, and the reference number recorded, for all adult members and that two references for the main host had been received.

C5 Students are very well supervised on the school premises during lessons and activities. The leisure programme is compulsory and well organised; well supervised activities fill the whole day. There is a high ratio of staff to students; this includes the managers, the social staff, the group leaders and teachers on supervision duty. Special attention is paid to the younger students (12 and 13 years-old). All staff are suitably qualified and experienced. The two-day induction programmes for social staff and for teaching staff include training and guidance in supervising young learners.

C6 Rules are very clearly set out and adhered to. Students, staff, hosts, and group leaders are all familiar with the rules. The times at which the different age groups must be back at home are known by students, hosts and parents. A member of the social staff is on duty in the city centre in the evenings in order to monitor behaviour and to assist students with their journey home. The member of staff has the phone numbers of all students and hosts.

C7 The arrangements for accommodating and caring for the students are made very clear to the homestay hosts. They receive written information on what is expected of them and the accommodation and welfare officer keeps in regular contact with them by phone or email. All the hosts visited by the inspector were fully aware of their role, including the importance of safeguarding procedures. It was evident from talking to the hosts and the accommodation and welfare manager that the homestay hosts are regarded as being an important and valued part of the student experience, and that safety is of paramount importance.

**Care of under 18s summary**

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The provision meets the section standard and exceeds it in all respects. The provision for the safeguarding of the students is of a very high standard in all aspects of their stay. Formal policies and procedures are enhanced by a genuine commitment to looking after the students throughout their entire experience from arrival to departure.

*Care of under 18s* is an area of strength.

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