

Organisation name	Itchen Sixth Form College, Southampton
Inspection date	10–12 October 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. However, evidence must be produced within three months to show what steps will be taken to ensure that the weakness identified under C4 will be remedied on future courses. The required evidence was subsequently submitted.

### Summary statement

The British Council inspected and accredited Itchen Sixth Form College in October 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).

The English language teaching department of this sixth form college offers courses in general English for adults (16+) and for closed groups of adults (16+).

Strengths were noted in the areas of staff management, student administration, quality assurance, premises and facilities, course design, learner management, care of students, accommodation, and leisure opportunities.

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

## Organisation profile

Inspection history	Dates/details
First inspection	2005
Last full inspection	November 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

## State sector

Type of institution	Sixth Form College
Other accreditation/inspection	N/a

## Premises profile

Address of main site	Middle Road, Bitterne, Southampton SO19 7TB
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 For inspectors' use only:	A former grammar school, the college is situated in a suburb to the east of the city centre, with good transport links to the city and the surrounding area. In recent years, there has been considerable investment in redevelopment and extensions to existing buildings to provide additional classrooms and facilities. There is a sports centre, with sports hall, gym and outdoor sports facilities, a theatre, and a performing arts block with recording studios, its own theatre and a performance studio.

## Student profile

	At inspection	In peak week: October (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	85	85
<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	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	19	19
Part-time ELT aged 16–17 years	42	42
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>61</b>	<b>61</b>
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: actual minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: actual maximum age (include closed groups.)	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: actual minimum age	16	16
Adult programmes: typical age range	16–18	16–18

Adult programmes: typical length of stay	3–6 months	3–6 months
Adult programmes: predominant nationalities	Chinese, Brazilian, Italian	Chinese, Brazilian, Italian
Number on PBS Tier 4 General student visas	28	28
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	23	23

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	3
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT 10–19 hours a week	1	
Number teaching ELT under 10 hours a week	2	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	0	
Total number of support staff (e.g. catering, maintenance, drivers directly supporting the ELT operation.)	5	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or 3 years relevant experience	0
Total	2
Comments	

Although TEFLQ, the international manager is currently teaching modern languages rather than EFL. She has remission from teaching averaging five teaching hours per week throughout the year in order to carry out her academic management duties. The co-ordinator for EFL teaches 16.5 hours a week.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	3
Comments	

None.

## Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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

16–17 year-olds are enrolled on adult courses. All students are on courses which combine the study of English with other subjects. No one-to-one is offered.

## Accommodation profile

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

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	17	42
Private home	0	N/a
Home tuition	N/a	N/a
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	2	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	19	42
Overall total adults + under 18s	61	

## Introduction

Itchen College is a sixth-form college housed in a former grammar school. 16–19 year-olds are offered a range of courses leading to GCE 'A' levels and BTEC qualifications and the facilities are used for separate adult education provision in the evenings. There are some 1,300 students in the college, approximately five per cent of whom were international (fee-paying) at the time of the inspection.

EFL is located within the international school. The school offers IELTS preparation and English language support for international students on A-level courses, high school 'experience' programmes of up to six months which include an English language component, and short bespoke 'taster' programmes, primarily in the summer period, for groups of Chinese students aged 16+. The international manager, who has responsibility for academic leadership (EFL and modern foreign languages), and the management of five support staff in the international school office, reports directly to the principal.

The inspection took place over two and a half days. The inspectors had meetings with the principal, the deputy

principal, the quality manager, the marketing manager, the international manager, the head of international liaison, the EFL co-ordinator, the lead EFL tutor responsible for student welfare, the two safeguarding officers - one of whom is an EFL teacher - responsible for international students, the international admissions officer and the admissions and visa compliance officer, the accommodation and welfare officer, the site manager, the health and safety officer, the head of sports and PE, the student union president, and a local student who is acting as a mentor. Focus group meetings were held with students and staff, and observations were carried out of all teachers teaching at the time of the inspection. 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 management structure is very clear, and there are good arrangements for continuity at all levels. Staff in the international school stated that that the recent integration of academic and support staff under a single manager had led to better mutual understanding.

M4 Communications, both formal and informal, are very good. Short, whole-college meetings are held at the start of each day; teachers and support staff have separate weekly meetings; and the whole international team meet three times a term. The international manager has fortnightly one-to-one meetings with the principal. Informal, day-to-day communications are facilitated by the fact that the international manager has an office adjoining the open-plan office of the support team and three of the year-round teachers share an office.

M7 The thorough, checklist-based induction includes mandatory safeguarding training. International school teachers are assigned a teacher mentor.

M8 Monitoring systems are robust. New staff are subject to a six-month probationary period (and interim review points) and there is an annual performance review. A variety of support measures is available in the event of any performance issues; and capability and disciplinary policies and procedures can be invoked if necessary.

M9 Continuing professional development (CPD) provision includes weekly whole-college activities and three in-service education and training (INSET) days per year. There is financial support for external events and training.

### 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	

#### Comments

M10 Levels of staffing are appropriate and evidence was seen that there is good provision for continuity. Staff were able to retrieve information quickly, and students in the focus group meeting commented very positively on their helpfulness.

M11 All students applying for a course of at least six months' duration are interviewed online or, failing this, on the phone; students applying for shorter courses have a face-to-face meeting with an educational agent overseas. This procedure allows for information and advice to be given, but also contributes to placement (T17). When a student already on a course wishes to make any change, advice is available, but the student's parents, agent, or - where relevant - their school, may also be involved in the decision.

M14 Attendance and punctuality policies are clear, well understood by students and enforced. Follow-up on absence is standardised by means of a detailed flowchart which shows levels of escalation and the member of staff responsible for action. Colour-tagging the electronic files of students on warnings ensures that all staff are kept informed. Students whose attendance improves following a warning letter are sent a congratulatory email.

#### 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

M16 An action plan relating to points to be addressed as a matter of relative urgency had been submitted to the Accreditation Unit and approved. Other points had been satisfactorily addressed.

M17 A detailed action plan has been drawn up following a recent inspection by an external agency and evidence was seen of progress towards the targets identified. The college also has its own internal quality processes, and course review within the international school is a part of this.

M18 On a college level, student satisfaction with enrolment processes, induction and accommodation is elicited shortly after the start of the academic year, and on a much broader range of topics towards the end of the academic year. The resulting data is collated and converted into statistics and graphs which can be compared with findings from previous years and inform future action. Within EFL, tutors also check on student satisfaction through group and individual tutorials. Evidence from minuted meetings show that student feedback is discussed and action planned.

M19 College-wide staff satisfaction surveys take place on an annual basis, and comparative statistical data for previous years informs action planning. The findings of the most recent survey have also been reflected in the post-inspection action plan (see M17) and decisions concerning the focus of INSET days. Within EFL, meetings and course review provide opportunities for staff feedback and some evidence was seen that this is minuted and action based on this planned.

#### 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 type="checkbox"/>	<input type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

The college maintains a website, but for international students the main medium of publicity is the hard copy international prospectus, which is also downloadable from the website.

M21 The language used in publicity is generally accessible. Although the international prospectus and the website contain minor proofreading errors of spelling, punctuation and syntax, these do not affect communication. Errors on the website were corrected during the inspection.

M23 There is a full description of the content of the IELTS-preparation course. Information is provided on the objectives, content and levels of the general EFL component of other course provision, but this is limited in relation to course content and how content is likely to differ across the levels offered.

M24 A sample timetable is shown for the second year of an A-level course with EFL. Neither the timetable nor the text accompanying this gives an entirely accurate picture of the number of hours allocated to EFL; and the minimum number of hours for EFL is not stated in descriptions of courses where the balance of subjects within a course is negotiable. Course dates and half-term breaks are given, but non-teaching days within courses (public holidays and INSET days) are not specified. The website was amended during the inspection to correct this omission, and non-teaching days are now specified. The minimum enrolment age is stated, as is the maximum class size for full-time English courses; however, the class size for courses where EFL is only one component is shown as a range, with no indication of the maximum class size for the English component.

M28 Teachers are described in the international prospectus as 'highly qualified'. This is not an accurate description of all teachers employed by the college on academic year or summer taster courses.

#### Management summary

The provision meets the section standard and exceeds it in some respects. Communication is good at all levels and there are sound systems in place to provide for the induction and subsequent monitoring of staff and college-wide opportunities for continuing professional development. Student administration is efficient and responsive to students' needs, and there is close attention to quality assurance. In general, the management of the provision operates to the benefit of its students and in accordance with its publicity; some aspects of publicity require attention. *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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

R1 In general, there is adequate space for easy movement around the college. However, at lunch time, the area where students queue to buy snacks or hot food becomes very congested.

R2 The college has been extended in recent years to provide additional facilities, all of which have been designed to a very high standard. There is a rolling refurbishment programme, and even the areas scheduled for attention are in a good state of repair and decoration.

R3 The classrooms used for EFL classes comfortably meet Scheme criteria and some of the other learning areas which might be used by EFL students, such as the media centre and the theatre, have benefited from recent investment in state-of-the-art technology.

R4 There are ample internal areas for student relaxation, in the student centre and the large seating area adjoining the café, as well as external areas, including a sunny courtyard with seating, as well as a playing field. The café provides an affordable range of hot food which changes daily, and healthy options and snacks are also available.

R6 The well-equipped staffroom offers a sufficiently spacious and comfortable working environment for the current number of teachers and any small increase in teacher numbers when short taster courses are running. Some resources are also kept here.

## Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

R8 Teachers have access to a wide range of teaching materials, including a small collection of methodology texts. They also make use of online materials and in-house materials. They can request copies to be made by the reprographics department but also have access to photocopiers.

R9 Classrooms are equipped with data projectors and staff can book their classes into a nearby computer room. A set of tablets is also available for classroom use. Staff have received training in the use of technology and in-house support is available in the event of technical malfunctions.

R10 The learning resource centre (LRC) is a spacious well-planned area, with computers and laptops which can be borrowed by students. The EFL collection is limited, but includes reference books, practice materials and graded readers, many with CDs.

R11 The LRC is staffed throughout the day. All students, including any latecomers, are given an introduction to the LRC as part of their induction.

R12 Review of teaching-learning resources forms part of a collective process of course review and forward planning at the end of the summer term and when the needs of new students have been assessed. The LRC also invites teachers to suggest additions to the EFL collection.

## Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The college premises are well maintained, classrooms are well equipped and there are excellent facilities for students who wish to combine English with other subjects, and learning resources support and enhance students' learning. *Premises and facilities* is an area 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 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 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

T2 At the time of the inspection, two of the three teachers were thought to be TEFLQ (but see M6); however, there was evidence that this is not typical of all teachers employed throughout the year.

T4 The EFL co-ordinator is TEFLQ and suitably experienced. The manager of the international school is appropriately experienced but has only recently achieved TEFLQ status.

### Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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

#### Comments

T9 Students are expected to arrive at the start of a term. Suitable arrangements are in place for any latecomers.

T10 During the academic year, the experienced team of EFL teachers work closely together and provide mutual informal support under the general guidance of the international manager. There is scope for EFL-oriented continuing professional development (CPD) during the five college INSET days, when it will be linked to college-wide themes, but there is no EFL-specific CPD programme deriving from observation, appraisal or teacher interests. Teachers recruited to work on taster courses are given a scheme of work (SoW) and are expected to submit a record of work at the end of the course; they are also observed. However, no academic manager is on site to provide direct support during summer taster courses.

T11 The international school has recently been through a period of transition, which has included changes in personnel. Although records were seen to show that all teachers have been observed, including temporary staff recruited to teach on taster courses, observations in the last 12 months have not always been carried out by a TEFLQ member of the academic management team and observation records do not always identify points for development. Graded observations are complemented by learner-focused learning walks; and any issues arising from these are discussed with teachers.

#### 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 The EFL co-ordinator provides a SoW for the IELTS course. For other courses, pairs of teachers draw up SoWs for their own courses. These are theme-based, with topics taken from external exam syllabuses and supplemented as appropriate; however, a particular feature of these courses is the integration of a pastoral syllabus within a language learning framework. Selective use is made of a variety of coursebooks and other materials, but materials are only selected and SoWs finalised when students have arrived and their needs have been assessed. SoWs for taster courses, which are taught by specially recruited teachers, are prepared by permanent year-round staff.

T13 SoWs, which are prepared for each term, are reviewed continuously but also more formally each half term in the light of student feedback. Consideration of students' results in IELTS tests and mock test in preparation for externally validated general English examinations form part of a review of all courses during an end-of-year away day.

T14 SoWs are available on the college's virtual learning environment. These show topics and relatively broad learning outcomes.

T15 SoWs include an explicit focus on the development of learner autonomy. Useful language learning websites are recommended in the student handbook and by individual teachers.

T16 On year-round courses, international students join British students for subjects other than EFL, and there are many opportunities for social interaction through extracurricular activities. British students studying at the school are also encouraged to act as mentors to the international students, accompanying them on trips and participating in social activities. With shy students in mind, homestay hosts are given a list of suggested conversational topics. Students on taster programmes are taught in closed groups, but benefit from an increased emphasis on cultural enrichment.

#### 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

T17 In general, students are placed in classes appropriate to their level. However, there may be a range of abilities in the IELTS-preparation class.

T18 Records are kept by subject teachers and EFL teachers; and students can track their own progress on their online record page. A weekly international tutorial is held for the whole cohort. This begins with tutor notices and discussion of the week's pastoral theme. Tutors then meet their own groups to discuss any issues or to conduct individual interviews.

T21 All students receive a report at the end of each term detailing their attendance and progress. Students who leave before the end of a term receive a letter of attendance and comments on their academic performance.

T22 The mandatory pastoral programme for all academic year EFL students includes advice and practical help on application for university entry. The LRC contains copies of university prospectuses and visits to universities are arranged.

#### Classroom observation record

Number of teachers seen	4
Number of observations	7
Parts of programme(s) observed	All

#### Comments

One teacher was not scheduled to teach on the days of the inspection, but changed classes with another teacher in order to be observed. This teacher was observed once; each of the other teachers was observed twice.

#### 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T24 Teachers had selected lesson content carefully to meet both the language learning and, where appropriate, the broader pastoral objectives of the courses observed. In most cases, lesson plans included strategies for differentiation.

T25 Lesson plans provided for a coherent sequence of activities and all teachers conveyed lesson objectives to students. Sometimes these had been formulated in lesson plans as teacher aims (e.g. 'to develop', 'to practise', 'to consolidate' – or as activities like 'summarising' or 'matching'); even when they had been expressed as learning outcomes in plans they were sometimes presented to students as activities.

T26 In general, teachers used a range of appropriate techniques. These included review (of vocabulary), elicitation, prompting, choral drilling (with follow-up individual checks), and jigsaw reading. There was also evidence that consideration of the respective roles of teachers and learners in leading specific activities had formed part of the planning of all lessons. In some segments, teacher explanation was overused; nomination often preceded a question; and there was little evidence of concept checking, particularly in relation to vocabulary teaching.

T27 Teachers made confident and competent use of a good range of appropriate aids. These included coursebook material, video clips, in-house materials (some laminated), and teachers' own materials. Classroom furniture was organised in a way that facilitated interaction and movement, but skills in whiteboard use were variable and some

teachers made do with very small sections of the whiteboard because the screen was down for projection. In the segments observed, little use was made (or planned) of data projectors as a visual stimulus or aid to learning. T28 Teachers gave feedback on exercises and during plenary activities used praise to encourage. Delayed feedback was also built into one lesson plan. In several lesson segments, however, there was very little incidental feedback on students' oral production, and opportunities for feedback on pronunciation were frequently missed. T29 Teachers' plans included a number of different techniques to evaluate learning (checking exercises, questioning) or involved students in evaluating their own learning, sometimes with peer input. In some cases, productive activities provided evidence that a student could use specific items of language. However, in most lesson plans the link between intended learning outcome and evaluation was not explicit. T30 Pairwork was used effectively, but in some lessons teachers' attempts to get students to respond during plenary activities met with very limited success and, perhaps because of this, there was rather too much teacher talk. In some cases, when students spoke they did so very quietly and were not encouraged to speak loudly enough for others to hear. All teachers were successful in adjusting their own language to meet the level of their class and in creating a relaxed but purposeful atmosphere, and students were engaged.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory, with the majority being satisfactory. Lesson plans took account of student needs and had been conscientiously prepared. Teachers provided appropriate models of the language, demonstrating a knowledge of language systems when appropriate. Teaching techniques were suitable, the resources used were for the most part deployed competently and confidently, and teachers were successful in creating a relaxed and purposeful atmosphere, with the result that students were engaged. Attention is needed to feedback on students' oral production and the evaluation of learning.

### Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and are given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning are thoughtfully designed and well managed. The teaching observed met the requirements of the Scheme. *Learner management* and *Course design* 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 checked="" type="checkbox"/>	

### Comments

W1 The health and safety manager ensures that all aspects of safety and security are addressed. Staff and students are given comprehensive health and safety guidelines during their inductions. Fire safety measures are in place, with provision for disabled staff and students. Fire drills are held termly and equipment is regularly checked by an external company. There is a range of detailed risk assessments, including one for the 'safety of international students'. CCTV cameras are placed strategically throughout the premises and by all entry and exit points. Campus wardens, security staff and caretakers monitor the cameras and patrol the premises. There is an appropriate number of first aid trained staff, who are clearly identified to both staff and students. All staff, students and visitors wear a lanyard and visitors have to sign in and out. There are risk assessments and procedures in place for any major incidents which may occur and two practice drills have taken place.

W2 Students are made aware of the availability of pastoral care at induction and photographs and contact details of staff are included in the student handbook. All job descriptions include responsibility for pastoral care and it is clear that staff take these duties very seriously. Students reported that they felt they could speak to any member of staff if they had a problem. Pastoral care is an integral part of every first-year course and the international school provides a mandatory weekly programme organised by the international school's lead tutor, covering relevant topics such as

drug and alcohol abuse, safeguarding and the Prevent strategy. These are presented first in a group tutorial outside class hours and then immediately followed up by teachers the next day as part of the lesson. Teachers are supported in this aspect of the course content by specially prepared pastoral materials. Students benefit from weekly individual tutorials with their personal tutor, who in the first year is a teacher in the international school and in subsequent years is normally an A-level teacher. Provision is made for any needs regarding religious observance. W3 Initially students with personal problems approach their teacher or personal tutor. They are then introduced to the teacher with special responsibility for safeguarding, who is a trained counsellor. If necessary he can then refer them to the college-wide services which support students who have personal problems. The services include counselling facilities, emotional and well-being support and mental health practitioners. Students can be referred to specialist support organisations outside the college when necessary.

W4 The policy and procedures to prevent bullying and harassment, which are included in the safeguarding policy, are very thorough. Students are informed of the policies at induction, during the weekly group tutorials and during lessons. Student bulletins and posters displayed in classrooms present brief and simple reminders of the policies. Student union 'anti-bullying ambassadors' can provide initial support for students who feel they need advice. The college has addressed fully the responsibilities relating to the Prevent strategy.

W6 The college offers a free airport 'meet and greet' service for international students; this is taken up by the majority of students. A coach with college staff or a private taxi collects the students and takes them to their homestay accommodation. For a few students transfer arrangements are made by agents who include the cost in the total package. Some students are accompanied by their parents, who wish to travel independently; the international office staff can provide them with travel advice and links to relevant websites on request.

W7 All staff are happy to help students at any time and appropriate advice is presented at induction and during the weekly group tutorials, and is included in the student handbook. Information is given about all aspects of this criterion, other than procedures in the case of arrest by the police, and students' understanding is checked imaginatively through the use of crosswords, quizzes and short tasks.

W8 The student welcome pack and handbook provide information on access to medical and dental treatment in the UK and students are advised to register with a local medical practice. Although payment for prescriptions and visits to dentists and opticians is made clear, the rights of EU and non-EU students regarding treatment through the NHS are not explained fully in the written information. However, additional advice on health and wellbeing is available through the college student support services and information about the NHS is available on request. There is a first aid room in the college.

### Accommodation profile

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

There are about 130 active providers on the homestay register. Half-board accommodation is provided during the week and full-board is offered during weekends. 54 homestays accommodating fee-paying international students were in use during the inspection. Three homestays were visited.

#### 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 the facilities required are in place and the homestays provide a very comfortable environment where students feel at home. The hosts are welcoming and friendly and clearly enjoy looking after the students. Students in the focus group meeting expressed their satisfaction with their homestays very positively and enthusiastically.

W10 The accommodation officer has had specific training. A comprehensive pro-forma (registration form) is used to record information obtained when inspecting a homestay for the first time. All the required safety and suitability checks are made. Hosts are informed before the visit that fire risk assessments are required, but if they need help the accommodation officer gives them a simple fire risk assessment template and advises them on how to complete it.

W11 Homestays are inspected annually by the accommodation officer, who ensures that standards are being

maintained and that the required documentation is up to date. She communicates with the hosts on a regular basis and makes additional visits if necessary.

W12 Up-to-date paper and electronic records are kept and the accommodation officer can access the electronic versions remotely. The database includes dates of visits, fire risk assessments, and Gas Safe certificates.

W13 Students receive most of the required information about the accommodation booked for them. The confirmation letter includes information about the type of accommodation, the location, the distance from the college and the approximate time to reach the college. The letter includes a description of the family's interests and pictures of them and the house. Most homestays are near enough to the college for students to be able to walk from their accommodation. The few students who have to use public transport or the college bus are informed of this in the confirmation letter, but the cost is not included.

W14 The accommodation officer communicates with students before they arrive and is introduced to them at induction. Students are encouraged to contact her or any member of the international school office staff if they have any problems. Accommodation is discussed during tutorials and students also complete a feedback form very early on in their stay. Problems are dealt with promptly and action taken is recorded on paper and on the central record database.

W15 Hosts are given suggestions for providing well-balanced meals and for meeting dietary requests. The hosts visited were clear about their responsibilities with regard to providing a healthy and appropriate diet. Students in the focus group meeting were unanimous in their praise for the food provided.

#### 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 checked="" type="checkbox"/>	<input checked="" 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

W17 The 'homestay guidelines' booklet is very clearly laid out and provides detailed and useful information about the responsibilities of hosts. Hosts also sign a contract, which states the requirements expected and booking and cancellation arrangements. Relevant information is reiterated in homestay newsletters and at training events in the college.

#### 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 checked="" 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

W24 All international students are expected to stay in homestay accommodation unless they live with relatives.

## 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

W26 Information about leisure opportunities and sporting activities is communicated in several ways. It is included in the welcome pack given at induction, announced during the weekly group tutorial for international students, and displayed on the international noticeboard, classroom noticeboards and on the college social media page. There is a monthly cultural and social activities calendar on the website and students are also made aware of student union events and activities in the local area. Reminders of events are emailed to students.

W27 The leisure programme is managed by the international administrator, who works in the international office. She organises social gatherings, visits to places of interest in the local area and day trips in the UK. The head of sport and physical education manages the college 'academy of sport' which is open to UK and international students. A wide range of sports is offered and students can play competitively, representing the college, or on a more informal basis. The college gym and sports hall are also available.

W28 Detailed written risk assessments are drawn up by the health and safety manager for all on-site and off-site activities. They are venue specific and include difficulty with communication as a risk. They are signed by a group supervisor and are available for all staff accompanying the students. Supervisors are given a list of participants with their phone numbers and details of allergies. First aid kits and a college mobile phone are taken on all off-site events.

W29 All sporting activities are led by specialist staff with coaching or physical education teaching qualifications. Other leisure activities are always supervised by experienced, nominated members of staff.

## Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Care has gone into ensuring that the needs of students for security, pastoral care and information are met. The management of the accommodation systems works to the benefit of students. The well-organised leisure activities are varied and tailored to meet the needs and interests of the students, and leisure and sports risk assessments are very thorough. *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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input 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 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 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

Of the 61 students present during the inspection (the peak period during the academic year) 42 were 16 to 17 year-olds. The other students were aged 18 or 19. The number of taster course students studying in July and August 2017 ranged from 26 to 114; they were all aged 16 or 17.

C1 The child and vulnerable adults protection policy, which has been approved by the local safeguarding board, gives detailed and thorough information about safeguarding and the procedures to be followed. The principal designated safeguarding lead (PDSL) and the other designated safeguarding leads (DSLs) are named in the policy.

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Their responsibilities are made clear within the policy. Safer recruitment procedures are described in a separate policy document

C2 General safeguarding responsibilities are included in all job descriptions. The policy is introduced at induction and further regular in-house basic awareness training is mandatory. The PDSL, the DSL for the international school, and other DSLs within the college have had specialist training. Homestay providers are given a safeguarding information booklet and have face-face training in the college. This is followed up by an online basic awareness course. Before the start of a taster course the college health and safety manager and the head of international liaison brief the senior staff in the Chinese schools on the responsibilities of group leaders when supervising their students. The group leaders are then given some training before they come to the UK.

C3 Parent information pages on the website describe in some detail the level of care provided by the college.

C4 The safer recruitment policy and procedures are clear and thorough. All the required suitability checks on UK staff are carried out, including risk assessments in the case of delayed DBS/police checks. Homestay providers must provide two referees before recruitment, and the accommodation officer has asked for references from all those who have already been working with the school for some time. DBS checks are required for all adults living in the homestay. The inspectors were informed that the Chinese group leaders were required to have police checks in order to enter the UK, but the school was unable to provide any evidence that this was the case.

C5 Attendance is monitored closely. If an absence is known in advance students are required to inform their teacher. When students are unexpectedly absent college staff immediately contact the homestay host.

C6 The college has an off-site policy with principles and guidance for staff in case of emergency. Parents sign a consent form agreeing to the arrangements made by the college with regard to independent travel and potentially risky activities such as swimming. Students sign to indicate that they understand the college rules and guidelines. Rules include curfew times (22.30) and homestay providers contact the accommodation officer if students do not arrive home on time. Students are also expected to complete an absence form if they wish to be away overnight at the weekend. Parents of the students on the taster courses are asked by the agent organising the courses to sign a parental consent form permitting their children to participate in the course, but copies of these forms are not required by the college.

C7 All international students are expected to stay in homestays and may not change this accommodation without parental permission. The accommodation is half-board, but students can use the college canteen at lunch time. The 'homestay guidelines' booklet for hosts provides information about student rules and guidelines as to what should be done if an emergency situation should occur.

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### **Care of under 18s summary**

The provision meets the section standard. There is good provision for the safeguarding of students under the age of 18 within the college and in the leisure programme and accommodation provided. All safeguarding staff have had the appropriate level of training and other staff in the college and homestay hosts have had basic awareness training. Although group leaders on the taster courses are given some guidance before they arrive, as to their responsibilities when supervising their own students, police checks and parental consent forms are not seen by college staff.

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