

Organisation name	King's College Saint Michaels, Tenbury Wells
Inspection date	8–9 August 2017

Section standard	Met	Not met
Management: 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"/>
Resources and environment: 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"/>
Teaching and learning: 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"/>
Welfare and student services: 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 and that the next inspection takes place during the academic year, when ELT can be seen as part of the wider academic programme.

Summary statement

The British Council inspected and accredited King's College Saint Michaels in August 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 for details).

This private boarding school offers residential courses in general English for under 18s/18+ and vacation courses for under 18s.

Strengths were noted in the areas of staff management, quality assurance, care of students and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	1994
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	A Levels / iGCSE
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	King's Group Schools

Private sector

Date of foundation	1993
Ownership	King's Group Company number: 2608662
Other accreditation/inspection	ISI

Premises profile

Address of main site	Oldwood Road, Tenbury Wells WR15 8PH
Details of any additional sites in use at the time of the inspection	None
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school is on a medium-sized campus in a quiet rural setting two miles outside Tenbury Wells, a small town on the Worcestershire/ Shropshire border close to Hereford and Worcester. The main building is Victorian, originally built as a choir school for the adjacent church. This building houses offices for senior academic staff and administrative staff, the library, the dining room and kitchens, an art room, a student common room and TV lounge, a nurse's surgery and three classrooms. Also on the campus there are four modern student residences and two older residences, one of which contains a staffroom and two classrooms; a new classroom block with computer room and laboratory classroom; three cabins, each housing two classrooms; a sports hall and two football pitches, a volleyball court, a fitness room and a small outdoor swimming pool which was not in use during the summer of the inspection. A marquee was situated next to the dining room to provide additional seating during the busy summer period, but this was not in use during the inspection.

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	17	70
Full-time ELT (15+ hours per week) aged under 16	47	153
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0

Overall total ELT/ESOL students shown above	64	223
Junior programmes: advertised minimum age	10	10
Junior programmes: actual minimum age	9	9
Junior programmes: advertised maximum age	17	17
Junior programmes: actual maximum age	17	17
Junior programmes: predominant nationalities	Chinese, Ukrainian	Chinese, Latvian
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	N/a	N/a
Number on PBS Tier 4 child visas	2	2
Number on short-term study visas	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	14
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT 10–19 hours a week	6	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	20	

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 (NB Rationales need to be prepared for academic managers in this category)	0
Total	2
Comments	

None.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	5
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
Total	6

Comments

None.

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 checked="" 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

In the summer, the only course is a vacation general English course (9–17 years) where the students are grouped according to English language ability. In the Academic year the provision is also general ELT (13–18) but with cross-curricular links made to other academic subjects and future university studies. IELTS and IGCSE ESL are also taught.

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	0	0
Private home	0	0
Home tuition	0	0
Residential	0	64
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	64
Overall total adults + under 18s	64	

Introduction

King's College Saint Michaels is a boarding school for international students. The school is part of the King's Educational Group based in Madrid and the senior management team report to the King's Group Board.

A new head teacher was appointed in January and there has been a move towards more cohesion in school policies and a stronger corporate identity. During the academic year, students study a range of academic subjects

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and work towards IELTS, IGCSE and A Level exams. Until this year English has been a separate subject, but from September English will be more closely linked to, and will support, academic subject areas. This will mean English teachers and academic subject teachers will pair up to plan courses.

In the summer, a summer school runs for seven weeks with a centre manager on a temporary contract. The same centre manager has been employed three years in a row.

The age range in the academic year is 13–18 and in the summer school, students' ages range from 9–16 years.

The inspection lasted two days. Meetings were held with the principal, the head of English, the director of education, the summer school centre manager, the sports and social co-ordinator, the marketing and admissions manager, the administration officers for the academic year and summer school, the head of boarding for summer school, and the nurse. Focus groups were held with students, teachers, group leaders and activity leaders. All teachers timetabled during the inspection were observed. One inspector visited three residences and one homestay.

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 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 Slightly different management structures exist for the academic year, when academic oversight is provided by the director of education and the head of English, and the summer school, when a centre manager (CM), supported by an assistant director of studies (ADoS), is employed for the summer period. A temporary head of boarding is also recruited in the summer. Both structures were clear to staff, although some job titles on the organograms for the academic year and summer school were inconsistent.

M4 Channels of communication are good. During the summer, meetings between the CM and the teachers are timetabled four days a week, as are meetings with group leaders, where a translator from the school staff is available if necessary. There are also weekly meetings with sports staff, residential staff and heads of department. The CM is supported by the head of English and the head teacher, who both operate an open-door policy. During the academic year, there are regular, minuted meetings for teachers, the senior management team (SMT), departmental staff, boarding staff, welfare staff and class delegates. There is regular ad hoc communication between the head of English and the King's Group, as well as scheduled video-link calls with King's Group members and an annual conference in Spain.

M6 Staff files contained copies of certificates but omitted a comment that the originals had been seen.

M7 Summer school staff, including returning and permanent staff, receive a two-day induction before the vacation course for which they are paid. Permanent staff receive a refresher induction at the start of each academic year. Both induction programmes were felt by staff to be very useful and informative.

M8 Permanent teachers receive an annual appraisal linked to lesson observations and general performance reviews. Teachers also receive a less formal one-to-one meeting with the head of English once a year. All summer school staff are observed teaching in their first two weeks and receive written and oral feedback from the CM. There

is evidence of a supportive, developmental procedure in place for managing unsatisfactory performance. Managers and senior staff also receive appraisals; the head teacher receives an annual appraisal from the CEO of the King's Group.

M9 Staff receive training relevant to their roles. External training is encouraged and a budget is available for staff to upgrade qualifications.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M10 The experienced administrative staff provide additional cover and support as needed.

M11 Most students are recruited by agents, who receive up-to-date information on courses. In the academic year, prospective students are interviewed online by a member of the administrative staff, who is not ELT trained.

M14 Procedures for monitoring attendance during the academic year and summer school are slightly different, but both systems are robust and effective.

M15 Conditions and procedures are made clear in information for students.

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

Comments

M16 An action plan is in place and most of the points to be addressed in the previous report have been addressed or are included in ongoing review processes.

M17 A regular review cycle indicates a commitment to continuing improvement. Evidence of review and action includes changes in the management team and structure, improved facilities and resources and more practical guidance for teachers.

M18 Early feedback is verbal and comes through group leaders (GLs), teachers and residential staff. More formal feedback is taken mid-course and at the end of a course during the summer and in weekly tutorials during the academic year. More recently, as part of an ongoing plan, feedback is taken online and analysed at the end of each course. Action taken after negative feedback is received is noted on a separate document.

M19 A number of systems are in place which allow staff to give feedback. As well as annual appraisals and one-to-one meetings, academic year staff are invited to contribute to and attend curriculum working group meetings and offer agenda items for senior management away days. Summer school staff complete feedback forms at the end of the course and academic year staff receive exit interviews when they leave.

M20 A procedure is available and complaints are logged in a file.

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 type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity consists of a website, separate brochures for the academic year and summer school and a number of flyers. There is also a presence on social media sites.

M22 Photographs give rise to realistic expectations of the location and facilities.

M23 Basic descriptions are given of course content for the summer school. There is limited information on course content for the English courses in the academic year.

M24 The minimum age in the publicity is given as ten years. During the inspection, a number of students were nine years old.

M26 The brochure uses a quote from the previous inspection report to describe the residences. The quote is also misleading as it describes the residences in general, whereas the comment was made about one new boarding house where the décor and facilities are of a higher standard.

M29 The Accreditation Scheme marque is only used on the academic year brochure.

Management summary

The provision meets the section standard and exceeds it in some respects. There is a clear and effective system of management and a commitment to quality improvement. Attention is needed in some aspects of publicity. *Staff management* 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 There is ample work and relaxation space for both staff and students. Each student has a locker and staff are allocated storage space in their staffroom. Common areas are multifunctional and allow opportunities for both study and social activities.

R2 Buildings and classrooms range in age and style but in general all are in a good state of repair. The gardens and sports fields are well maintained.

R3 Classrooms are large with good sources of natural light. They are furnished to allow flexibility of layout and room for students to be mobile. There is no noise disturbance due to the rural location of the school.

R4 A range of balanced meals is served in the dining room and drinking water is available throughout the day. A tuck shop in the common room sells snacks and refreshments during break times. The kitchen staff respond to requests for particular types of meals.

R5 Noticeboards are tidy and information displayed is current and relevant. Classrooms and offices are labelled but there is a lack of directional signage between locations and routes are unclear.

R6 During the academic year, teachers have the use of a spacious, well-equipped staffroom in one of the older residences. During the summer school, temporary staff use an additional room in an adjacent building. All staff have access to a basic kitchen, printing facilities and storage space.

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 checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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

R7 Coursebooks are provided for classes in the academic year and summer school and sufficient supplementary materials are available. The additional printed resources provided for the summer school are outdated and inappropriate for the age group. However, summer school teachers work collaboratively to source and prepare more suitable materials which are stored on a shared drive (see R8).

R8 A shared drive, used by teachers to store resources, is well organised and provides material for all levels and class types year round. Other printed resources are adequate. Teachers are given the opportunity to suggest new resources but reported in the focus group that they are not introduced to new publications.

R9 All but two classrooms are equipped with either an interactive whiteboard or a data projector. CD players are also available. A member of staff is employed to maintain the equipment.

R10 The library stocks a selection of exam practice material and graded readers, as well as a small range of video resources. There is study space on two levels, equipped with seven computers and plug-in points for students' own laptops or tablets.

R11 Written guides on the use of the library and materials are provided on the desks. The librarian has recently retired and there are no plans to replace her. Instead, administrative staff are being trained to manage and supervise the library.

R12 An annual review of resources takes place at the end of each academic year.

Resources and environment summary

The provision meets the section standard. The learning resources and environment support students' studies and provide a comfortable and professional environment for staff.

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 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

T1 One teacher employed during the summer school did not have a Level 6 qualification. The rationale for this teacher was accepted in the context of this summer inspection because it is evident that the teacher has considerable relevant life and work experience, and has engaged in post-school learning. In addition, there is close support from the CM and the ADoS.

T4 The academic managers in the academic year and summer school are both appropriately qualified and have sufficient experience in a range of ELT contexts, making them suitable for their roles.

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

T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teachers are allocated classes based on their knowledge, experience and preferences. Systems involving peer observation and academic support are in place to enable teachers to broaden their skills and take on new levels and class types.

T7 Timetabling during the summer is relatively simple, with a fixed programme of study for all groups. During the academic year, timetables and rooms are negotiated with all curriculum areas and reviewed each year.

T8 Cover is provided in the summer by the CM or the ADoS when their timetable allows. During the academic year, classes can be covered by the head of English or a member of the English teaching team.

T9 Continuous enrolment is not a significant issue during the academic year but students who start after the beginning of the year are given additional support by the head of English in their first few weeks. In the summer, there is a plan of Monday activities, and new projects are not started until new students have arrived in the class.

T10 In addition to a comprehensive induction and detailed handbooks, support is provided by the academic managers in both the academic year and summer school. During the summer there are weekly continuing professional development (CPD) sessions for teachers and materials generated are displayed on the staff noticeboard. Teachers in the academic year take part in monthly CPD sessions and external CPD is available. All teachers are encouraged to share good practice and take the lead in CPD sessions.

T11 Regular monitoring observations of teachers take a number of forms from cross-curricular (during the academic year) to specialist ELT observations. Teachers are also required to take part in peer observations and learning walks. Observations are supported by documentation and developmental feedback. Teachers reported that they appreciate and benefit from the range of observations they receive.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 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 coursebook based. During the academic year, the head of English maps online packages of supplementary materials to the syllabus and guidelines are provided on how to follow the programme.

T14 During the academic year, a syllabus is given to staff and students. In the summer, teachers prepare weekly plans in teams, but these plans are not shared with the students.

T15 Guidance on study and learning strategies is encouraged but not formalised, which may lead to an inconsistency of information and support.

T16 Classes and activities provide a wide range of opportunities for language development outside the classroom. In the summer, lessons include excursion preparation, tasks for excursions and video projects. During the academic year, students have opportunities to forge links with their local community through visiting speakers, team-building projects, charity work, market stalls in the town and day exchanges with a local school.

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 type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T18 During the academic year, students receive weekly tutorials and are given targets for achievement in mid- and end-of-term tests. Summer school students receive a mid-course tutorial linked to mid-course feedback. There are no tests for summer school students.

T21 Summer school students receive a report at the end of the course. The reports sampled showed that teachers would benefit from more guidance on how to make constructive comments on achievement and if the level achieved were linked to external reference points such as the Common European Framework of Reference.

Parents/guardians of academic year students receive reports as part of the school programme.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	Summer school main and subsidiary classes.

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 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 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 In lessons where the content afforded the opportunity for controlled practice of language, spoken and written models were accurate. The use of timelines was observed and in some segments, new language was drilled, though in all lessons there was a lack of attention to pronunciation features.

T24 Reference was made to student profiles in most segments and there were planned solutions to anticipated difficulties in the stronger lessons. There was some evidence of differentiation in lesson plans and activities. In a small number of weaker lessons, there was little evidence of preparation and inappropriate materials were used for the age and interests of the students.

T25 Lesson aims were shared with students, some as outcomes but others simply as activities. Overall, lessons were logically staged and appropriately paced. Some good examples of skill building were observed.

T26 In the majority of lessons, there were examples of a variety of techniques relevant to the focus of the lesson and the needs of the learners. These included using varied interaction patterns, elicitation, concept checking, drilling, mime and gesture. In the few weaker segments there was insufficient checking of language or opportunity for controlled practice and some techniques were inappropriate to the age group.

T27 In all the lessons, teachers used the projectors very effectively to display materials or show video clips. Teachers also used flashcards, handouts and cut ups to promote pair and group work and increase communication. In many lessons, the use of colour and zoning on the whiteboard made new language clear.

T28 Feedback consisted of plenary question and answer stages, teacher monitoring and, in a few stronger segments, more student-centred collaborative tasks. Very little error correction was observed overall and where teachers did correct errors, there were missed opportunities for delayed error correction and peer or self-correction.

T29 Some good examples of recycling of language and lessons linked to previous learning took place. A few teachers used ineffective techniques to check learning.

T30 Overall, effective management of the learning materials and tasks ensured a positive and purposeful atmosphere in which students were engaged and taking part enthusiastically. Learning activities were generally well managed, with good use of nomination, personalisation and variety of pace. Language was well graded and

instructions were generally clear.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to just satisfactory, with the majority of lesson segments being good. Teachers planned lessons which were engaging, well-staged and generally reflected students' needs and interests. The classroom resources were used effectively and materials enhanced learning. Feedback techniques were limited in range and there was little error correction or work on pronunciation. Students were fully engaged, which resulted in a positive learning atmosphere.

Teaching and learning summary

The provision meets the section standard. The academic management is appropriate and good support is available in the form of development opportunities and advice. Programmes of learning are managed for the benefit of students and there are good links between the classroom and the leisure programme in the summer, and the local community in the academic year. The teaching observed met the requirements of the Scheme.

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 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 type="checkbox"/>	<input 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 type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 Summer school students are not allowed to leave the site unaccompanied and attendance is checked at different times throughout the day. Although the school is in a peaceful rural location there is a road running through the grounds which provides access to a private residence. Risk assessments are reviewed regularly and most of the risks to the safety of students have been addressed. Appropriate security measures are in place, including key or coded entry to residences. In the autumn of 2017 a monitored CCTV system is scheduled for installation. Regular fire drills are carried out and recorded.

W2 Provision for pastoral care is very good. School staff are identified on a photo board. They know all the students well and prioritise their well being. All are approachable and easily accessible. Pastoral issues are monitored by the group leaders and by teachers in a mid-course tutorial. A nurse is available to provide support in cases of homesickness, and an external counsellor is available when needed. A dedicated multi-faith room is available during the academic year; on the summer course a room is made available for reflection/prayer on request.

W4 The school has very clear policies on bullying and abusive behaviour and these are explained in the safeguarding information, in the student and group leader handbooks and on noticeboards in the residences. A policy related to the Prevent strategy is in place and training for all staff has been completed. The school is meeting its responsibilities well in this area.

W6 Students are encouraged to use the school's own transfer service, using a reputable taxi firm whose drivers are all DBS checked, or a private coach. The group leaders expressed themselves very happy with transfer arrangements made on their behalf and reported that wait times at airports were reasonable.

W8 Students can see the on-site nurse for minor health issues and there are good links with a local GP should the occasion arise.

Accommodation profile

Comments on the accommodation seen by the inspectors

Homestay accommodation is not available to summer school students, and is rarely required for year-round students. One inspector visited the only homestay provider currently booked to host a year-round student in the autumn term. At the time of the inspection summer school students were accommodated in three of the six boarding houses. All boarding houses are on site. One of the boarding houses was for male students, the other two had separate areas for male and female students. Summer school students are not allowed access to kitchen or

common room areas in the boarding houses. Boarding during the summer course was under the general supervision of a temporary head of boarding, and specific duties were being undertaken by residential assistants. The three boarding houses in use were visited by one inspector.

Accommodation: all types

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

Comments

W9 All the residential accommodation is of acceptable to very good standard, with one boarding house offering ensuite facilities. Bunk beds are used for younger children. Shared bathroom facilities are adequate to cope with the number of students on the summer school. The homestay offers a very high standard of accommodation.

W10 All safety checks are made in the residences routinely. There are good procedures in place to ensure fire safety and for the provision of first aid. The homestay host has been made aware of the need to provide a fire risk assessment and provide a recent Gas Safe certificate before the student arrives.

W14 The residential assistants regularly check student satisfaction and identify any problems at an early stage.

W15 A varied range of dishes is provided in school, including salads and fresh fruit. A vegetarian option is always available. The catering staff respond to student feedback and take all practical steps to provide students with a well-balanced diet.

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

There were no students in homestay accommodation during the inspection. There was evidence that all of the above criteria are met for any academic year students choosing this type of accommodation.

Accommodation: residential

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

Comments

W22 Common areas and student rooms are cleaned on a daily basis. Areas sampled during the inspection had been cleaned to a high standard.

W23 A nurse and a nurse's surgery are available on site. Most visits during this year's summer course had been the result of common colds and homesickness. Each visit is recorded. First aid provision is good and there are established arrangements with a local GP to provide further health care.

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 type="checkbox"/>	<input 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 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					

W27 The leisure and activities programme forms a central part of the school's provision. Many of the activities offered are innovative and introduce students to a variety of new, age-appropriate experiences, provided by outside entertainers. There are interesting alternatives in the event of bad weather. The leisure organiser is supported by activity leaders, and teachers provide extra supervision on excursions on a rota basis. Activity staff are responsive to requests for alternative programmes, including day trips to different destinations. Feedback from the group leaders interviewed during the inspection was very positive.

W28 Overall, the health and safety of students on activities is given high priority. Risk assessments are written for each activity and are signed off by staff and reviewed after the event. Group leaders help ensure the safety of their students. However, clearer guidelines need to be in place for group leaders who decide to organise an activity separate from the school programme; risks associated with unsupervised time for independent students on excursions need to be more fully assessed; and student mobile phone numbers need to be more readily accessible to supervising staff.

W29 On the summer school, sports activities on site are organised by the activity staff, who receive first-aid training during induction. They are provided with first-aid bags, which are routinely checked by the nurse. Risk assessment for off-site facilities are checked by the activity manager.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Very good care is taken to ensure the safety and welfare of students at all times. Residential accommodation is safe, comfortable and well managed. The leisure programme is varied, innovative and well resourced. *Care of students* 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school's summer school provision is for children between the ages of ten and 17, although some nine year-olds were present during the inspection. During the academic year the age range of students is from 13 to 18+.

C1 There is a thorough safeguarding policy in place, with longer and shorter versions available for different stakeholders. The policy is reviewed annually in conjunction with Worcestershire Children's Safeguarding Board.

C2 The designated safeguarding lead (DSL) and her assistant have received specialist training and take seriously their responsibility of making the safeguarding policy known to all stakeholders. They also provide appropriate training and regular updates at relevant levels. Group leaders showed a good level of awareness of the policy. All adults living on college premises are asked to sign that they have read and understood the policy.

C3 The level of care and support for students is described in various parts of the publicity, and there is a mainly helpful section in the academic year brochure. However, the extent of pastoral care and the small amount of unsupervised time on excursions is not made sufficiently clear to summer school students.

C4 Safer recruitment practices are followed when recruiting staff, including staff recruited from outside the UK. There are measures in place for any suitability checks that have not come through. Group leaders are appropriately checked and records are kept.

C5 The level of supervision of students during scheduled lessons and activities is high and supervision is well organised. Group leaders have an important role. Communication between the group leaders and the activity leaders and management is very good. The CM takes personal responsibility for the small number of individual students and she is well supported by the activity team and residential staff.

C6 Overall, good arrangements are in place to ensure the supervision and safety of students outside scheduled lessons and activities. For academic year students there are clear rules to follow. During the summer course the children are well supervised by group leaders and school staff. However, there are no risk assessments in place for the small amount of unsupervised time given to independent students on excursions.

Care of under 18s summary

The provision meets the section standard. There is appropriate provision for the safeguarding of students and good training is offered to all relevant personnel. Supervision of students is good in school, on leisure activities and in the accommodation provided. However, the description of the level of care for summer school students in the publicity is insufficient.
