

Organisation name	LAL UK Summer Schools, head office Twickenham
Inspection date	19–22 July 2016

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.

Summary statement

The British Council inspected and accredited LAL Summer Schools in July 2016. 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 language teaching organisation offers residential vacation courses in general English for under 18s.

Strengths were noted in the areas of staff management and student administration.

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

Organisation profile: multicentre

1. Collated data for whole organisation (including eligible centres not inspected)

Inspection history	Dates/details
First inspection	2008
Last full inspection	July 2012
Subsequent spot check (if applicable)	16 July 2014
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	August 2013
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	LAL London and LAL Torbay
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1982
Ownership	FTI Touristik Gmbh
Other accreditation/inspection	N/a

Premises profile

Address of HQ	Allied House, 29-39 London Road, Twickenham, TW1 3SZ
Addresses of centres offering ELT at the time of the inspection	Berkhamsted School, Castle Campus, Castle St, Berkhamsted HP4 2BB University of Sussex, Brighton BN1 9RH Mount Kelly, Parkwood Road, Tavistock, Devon PL19 0HZ Taunton School, Staplegrove Road, Taunton, Somerset TA2 6AD St Swithun's School, Alresford Road, Winchester, Hampshire SO21 1HA St Mary's University, Waldegrave Road, Twickenham TW1 4SX
Addresses of any additional centres not open or offering ELT at the time of the inspection	N/a
Profile of sites visited	<p>Berkhamsted is located on one of the campuses of Berkhamsted School. There are 15 classrooms in two teaching blocks, a large school office for all the management and administrative staff with adjacent sick bay, a teachers' room, a large hall for meetings and various outside spaces for student and staff use. For leisure activities, there is an activities' room, a studio and film editing room, and a swimming pool. A relaxation room is available to international group leaders. Students and staff eat in the cafeteria.</p> <p>In Brighton the organisation has use of 10 classrooms located on two floors of the same teaching block, a large office for management and administrative staff, an adjacent sick bay, a staff kitchen and an activities' room. There is an assembly room on the ground floor and a cafeteria nearby. A lawned space is available in front of the teaching building. Students are able to use on-site tennis courts, a sports field, and a sports hall.</p>

Student profile

	Collated totals at time of inspection: all centres	Collated totals in peak week: 18 July all centres
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	4	4
Full-time ELT (15+ hours per week) aged 16–17 years	189	189
Full-time ELT (15+ hours per week) aged under 16	804	804
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 of ELT/ESOL students shown above	997	997
Minimum age	7	7
Typical age range	12–17	12–17
Typical length of stay (weeks)	2	2
Predominant nationalities	Italian, German, Chinese	Italian, German, Chinese

Staff profile	Collated totals at time of inspection: all centres	Collated total in peak week: all centres
Total number of teachers on eligible ELT courses	68	68
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	68	
Number teaching ELT 20 hours and over/week	0	
Total number of administrative/ancillary staff	95	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection: collated totals at all centres	
Professional qualifications	Total number of teachers
Diploma-level ELT/ESOL qualification (TEFLQ)	3
Certificate-level ELT/ESOL qualification (TEFLI)	57
YL initiated	0
Qualified teacher status only (QTS)	1
Teachers without appropriate ELT/ESOL qualifications (NB Rationales need to be prepared for teachers in this category at centres inspected; inspectors may ask for rationales for teachers at other centres)	7
Total	68

These figures exclude the academic managers

Comments
None.

Course profile (across all centres covered by this accreditation)

Eligible activities	Summer		Other times of year		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 checked="" 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
The organisation offers general English courses of 15 hours a week, three hours a day in the mornings. At both

Berkhamsted and Brighton there is the option to take an additional three hours a week in the afternoons. No students at these centres were taking this option at the time of the inspection. Both centres advertise an age range from 12 to 17 years of age and the courses run for six weeks in July and August.

2. Data on centres visited

1. Name of centre	Berkhamsted School
2. Name of centre	University of Sussex
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: these centres					Totals in peak week: these centres				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students, approximate percentage on ELT/ESOL courses	100	100				100	100			
ELT/ESOL students (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	0	1				0	1			
Full-time ELT (15+ hours per week) aged 16–17 years	29	42				29	42			
Full-time ELT (15+ hours per week) aged under 16	168	87				168	87			
Part-time ELT aged 18 years and over	0	0				0	0			
Part-time ELT aged 16–17 years	0	0				0	0			
Part-time ELT aged under 16 years	0	0				0	0			
Overall total of ELT/ESOL students shown above	197	130				197	130			
Minimum age	8	10				8	10			
Typical age range	12–15	12–16				12–15	12–16			
Typical length of stay (weeks)	2	2				2	2			
Predominant nationalities	Chinese, Italian, Saudi					Chinese, Italian, Saudi				

Staff profile	At inspection					In peak week				
Total number of teachers on eligible ELT courses	14	10				14	10			
Number teaching ELT under 10 hours/week	0	0				0	0			
Number teaching ELT 10–19 hours/week	14	10				14	10			
Number teaching ELT 20 hours and over/week	0	0				0	0			
Total number of administrative/ancillary staff	17	6				17	6			

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection: at these centres										
Professional qualifications	Total number of teachers									
Diploma-level ELT/ESOL qualification (TEFLQ)	0	0								
Certificate-level ELT/ESOL qualification (TEFLI)	14	10								
YL initiated	0	0								
Qualified teacher status only (QTS)	0	0								
Rationale(s) required for teachers without appropriate ELT/ESOL qualifications	0	0								
Total	14	10								

These figures exclude the academic manager(s)

Comments
None.

Accommodation profile

Numbers at time of inspection: at these centres										
Types of accommodation	Adults					Under 18s				
	Arranged by provider/agency									
Homestay	0	1				84	8			
Private home	0	0				N/a	N/a			
Home tuition	N/a	N/a				N/a	N/a			
Residential	0	0				112	121			
Hotel/guesthouse	0	0				N/a	N/a			
Independent self-catering e.g. flats, bedsits, student houses	0	0				N/a	N/a			
Arranged by student/family/guardian										
Staying with own family	0	0				1	0			
Staying in privately rented rooms/flats	0	0				0	N/a			
Overall totals adults/under 18s										
	0	1				197	129			

Centres	1	2	3	4	5
Overall total adults + under 18s	197	130			

Introduction

LAL Language Centres is a language-travel company, whose parent company is a large tour operator based in Germany. LAL UK forms part of the company and its first school in the UK, LAL Torbay, was accredited in 1989. In 2008 LAL UK established a separate management structure for its UK residential summer centres, trading under the name of LAL Summer Schools. Its head office (HO) is located next to the LAL London school for adults in Twickenham and the operational and marketing headquarters for the whole UK group is also situated near by. Currently there are six summer centres in Taunton, Tavistock, Winchester, Twickenham, Berkhamsted and Brighton. The student age ranges vary across the centres. The youngest, from eight years of age, are at Kelly College, Tavistock. The maximum advertised age at any centre is 17.

The executive manager and chief operating officer of LAL Summer Schools (COO) has been with LAL for 12 years. With the exception of the COO, the summer schools management team is new this year. The head of young learners UK (head YL), the operations and welfare co-ordinator, and one of the two operations managers have worked in the wider LAL organisation in other roles. The second operations manager was recruited in February 2016.

The inspection took place over four days. The inspectors visited two centres, Berkhamsted and Brighton, and the HO. Berkhamsted was started in 2012. Brighton, the newest centre, started in 2015 using accommodation at the University of Sussex and classrooms at another location. For summer 2016 the whole programme is running at the University of Sussex.

Meetings were held at HO with the COO, the head of YL, the operations and welfare co-ordinator and the two operations managers. At the two centres, the inspectors had meetings with the centre manager, the director of studies (DoS), the welfare manager, the leisure manager, the host school contact (Berkhamsted) and international group leaders. Teacher, activity staff and student focus groups were held at both centres. All the teachers were observed and segments of the leisure programme were seen. One inspector visited the residences at both centres and two homestays at Berkhamsted.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 The management structure both within the centres and for the wider organisation is clear to staff. There are photographs of staff displayed in both centres and arrangements are in place to ensure continuity.

M3 Detailed job descriptions are in place for all roles and these are covered at induction for centre staff.

M4 Both centre managers reported that communication with HO is very effective. This is largely through email and telephone calls, though members of the senior management team visit the centres on a regular basis. At the centres there are whole staff meetings weekly, and daily meetings for welfare and academic staff. Senior management meet regularly in the year to plan the summer programme.

M6 The employee files were seen during the HO visit when full documentation was provided.

M7 For centre staff there is a clearly documented induction procedure: four days for senior staff, who are joined by all other staff for days three and four. Staff are briefed on all relevant workplace policies including health and safety and safeguarding. Staff who start late receive a shorter induction. Staff reported they felt prepared for their roles. There were inductions or appropriate hand-over periods for the new members of the senior management team.

M8 At the centres, staff are monitored by their line-managers. At Brighton the leisure manager shadows some activities. All centre staff are appraised within the first two weeks of their contract and a further appraisal takes place towards the end of their contract. Clear records are kept. Permanent staff are appraised annually.

M9 Senior management staff attend outside workshops and events, which have included safeguarding and basic first aid training, and English UK conferences. The centre staff receive their training at induction.

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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M10 All enquiries, enrolments and fee collection take place at HO. An effective central database links the centres with HO and all relevant information is entered. The international group leaders (IGLs) at Berkhamsted felt that the number of staff was not always sufficient; the example given was that students and group leaders were not all shown round the campus on arrival.

M13 Next of kin details are requested at the time of enrolment and are checked with the students on arrival. At the centres details of next of kin are held in the welfare log and on the database. These are accessible to staff at all times.

M14 The attendance policy is clear and well implemented. Registers are taken before each lesson, before and during excursions, before activities and before bed-time. Any absences are followed up by the DoS or the welfare

manager. Both centres have clear records of any absences and any follow-up action taken.

M15 Conditions and procedures under which a student may be asked to leave the course are clearly stated in pre-arrival information for students and parents. They are set out in the student code of conduct which is covered at induction and displayed in the centres.

Quality assurance

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

Comments

M17 An autumn meeting of senior management reviews the collated feedback from the summer centres; targets are set together with deadlines to meet them.

M18 Students complete an initial feedback questionnaire in the first five days of their course and a further more detailed questionnaire before they leave. Group leaders also complete an end-of-course feedback. Records of action taken in response to questionnaires are kept on the central database.

M19 At the centres staff have regular daily meetings with their line managers and an appraisal within the first two weeks. Inspectors were told that staff complete an exit questionnaire and senior centre staff compile an end-of-course report for HO.

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 checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 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

The principal medium of publicity is the website. There is a brochure that covers all the summer centres around the world and this is mainly used for agents.

M21 The language is clear and accurate, though the complexity of language used in descriptions of some course elements is not always appropriate to the target readership; examples include the Harry Potter experience and the director's cut programme. The terms and conditions are translated into nine languages.

M22 The publicity generally gives rise to realistic expectations. However, the description of the project lessons did not apply to all the lesson segments observed.

M24 The age ranges given in the publicity did not reflect those found at the two centres visited. The stated age range at the two centres visited is 12 to 17. At Berkhamsted there was one 8 year-old, one 10 year-old and seven 11 year-olds. At Brighton there were two 10 year-olds, three 11 year-olds and one 18 year-old. There was evidence that at other centres students were enrolled outside the stated age ranges.

M29 The website showed English UK under 'accreditations', this was altered during the inspection.

Management summary

The provision meets the section standard and exceeds in some respects. The management of the provision operates to the benefit of its students. There is good communication between HO and the centres, and staff are well monitored. Student administration is handled very efficiently. Publicity is clearly presented but some inaccuracies

need addressing. *Staff management* and *Student administration* 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 type="checkbox"/>	<input type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The premises at both centres provide an appropriate environment for staff and students. At Berkhamsted the large assembly hall is a useful space for meetings of the whole student body and for indoor activities. There is a similar facility at Brighton. On both sites there are lawned outside areas where students can relax and good sporting facilities are available.

R3 The classrooms on both sites are of an appropriate size for the maximum class of 15 students. They have good natural light and the furniture allows for a flexible layout. In some of the classrooms ventilation is not sufficient for very hot weather.

R4 There were appropriate relaxation areas available to students on both sites. Residential students have all their meals on campus, homestay students have breakfast and two evening meals a week with their hosts and the rest of their meals on campus. There is an excellent choice of food with healthy options.

R5 Signage at both centres is adequate. At Berkhamsted there are display facilities in the office, but limited options to display information elsewhere. At Brighton display facilities are appropriate.

R6 At Berkhamsted there is a teachers' room and adjoining classroom that could be used for preparation and meetings. At Brighton there was no teachers' room during the week of the inspection as it was being used as a classroom. At the focus group teachers did not express any concern about the situation as they could use classrooms in the afternoons when there is no teaching.

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 type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 The organisation produces its own YL coursebooks at five levels and these are professionally presented. There are teacher's books and interactive whiteboard (IWB) versions available. Each student receives a copy.

R8 There are appropriate resources for teachers for the general English programme. For project work the teacher handbook includes guidelines on how to run a project class, with a suggested structure, possible vocabulary for core topics and ideas for giving linguistic feedback on project work. Teachers in both focus groups said there was a lack of resources for project lessons and this affected their preparation time. At Brighton the teachers were unaware of the photocopying facilities that were available to them.

R10 There are no self-access facilities.

R12 Materials are reviewed at the end of the summer and this process is informed by both teacher and student feedback. In the focus group, returning teachers commented that suggestions they had made previously had been incorporated into current editions of the coursebook.

Resources and environment summary

The provision meets the section standard. The premises and facilities at the centres visited provide an appropriate environment for both staff and students. The in-house coursebooks are professionally presented but there are no specific resources to help teachers prepare for the project classes.

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

Comments

T1 One teacher did not have a level 6 qualification. He is currently undertaking a level 6 qualification. The rationale presented is accepted within the context of this inspection.

T4 The academic management for the summer schools' operation is led by the head of YLs who is based in Torbay but travels to the centres on a regular basis. The DoS at Brighton is TEFLQ. At Berkhamsted the DoS is TEFLI. The head of YLs, with support from colleagues in the teacher training department in Torbay, is responsible for observations of teachers in centres where the DoS is not TEFLQ.

T5 The DoS at Berkhamsted is supported by the head of YLs with whom she is in regular contact either by phone or email. The head of YLs also visits the centre to carry out observations and provide support to teachers. The DoS is responsible for day-to-day administration of the academic programme. The rationale is accepted within the context of this inspection.

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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 matched to classes according to preference and experience. Some of the teachers allocated to elementary classes are not sufficiently experienced to deliver the course structure in a wholly satisfactory way.

T9 The course is designed to take account of continuous enrolment, but this is not always effective if groups do not arrive at the beginning of the teaching week which is when classes begin work on projects.

T10 The DoSs are responsible for guiding and supporting teachers. The teachers at Brighton felt well supported and appreciated the allocation of a weekly preparation afternoon where the DoS is available for advice. At Berkhamsted the DoS's workload made it difficult for her to provide sufficient guidance and support, which was particularly needed for the project lessons.

T11 Drop-in observations are carried out in the first few days and more formal observations in the first two weeks of a teacher's contract. Teachers complete a self-assessment before feedback. Observations records sampled included suggested areas to work on. At both centres the teachers felt the observations were useful and supportive.

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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The course is structured in two parts. The first lesson of the day is based on the coursebook with each unit centred on a topic. Classes cover the same topics at the appropriate level. The second lesson is project-based, with the stated aim of being tied in with the leisure programme (see T16). There is a syllabus for use with the coursebook material and a teacher's book. However, support for project lessons is currently limited to general guidelines in the project handbook and these are not sufficient for less experienced teachers.

T13 The course design is reviewed at the end of the summer and account is taken of student and teacher feedback.

T14 Written course outlines are available and teachers do schemes of work, but these are not written with students in mind. Each unit of the course books sets out a learning outcome, and these are linked to simple can-do statements at the end of the unit. However, little evidence was seen of teachers drawing attention to these features in class or explicitly linking activities to them.

T15 The coursebooks contain a brief section on learning tips. However, learning strategies and study skills are not included in the syllabus or guidance to teachers, and there was little evidence of these in the lesson segments observed.

T16 The projects aim to link lessons with the leisure programme allowing students to practise the language covered outside the classroom. This was only occasionally evident from lesson segments observed.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T18 On every fifth day there is a review of the work covered and a progress test. Scores are entered on the database and paper copies of the tests are filed. Procedures are in place to enable students to move class.

T21 All students receive a report and a certificate at the end of their course.

Classroom observation record

Number of teachers seen	24
Number of observations	24
Parts of programme(s) observed	General English, project work

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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
Comments					
<p>T23 Teachers generally demonstrated an ability to present new language appropriately. In some lesson segments new lexis was not written up and where it was, support was not provided by the inclusion of stress marks and parts of speech. Some teachers used heavily accented language which provided an inappropriate model for students.</p> <p>T24 In most segments the learning needs of the students were taken into account. However, in weaker segments teachers chose materials that were inappropriate to the cultural backgrounds of the students.</p> <p>T25 Lessons were generally planned to provide a coherent sequence of activities. There was little evidence in most segments of identifying learning outcomes to students.</p> <p>T26 Generally teachers elicited effectively and there was some purposeful monitoring and prompting. There were limited instances of concept checking. Opportunities for extended practice and for error correction were missed, for example some teachers did not note down errors in freer speaking activities.</p> <p>T27 In many classes seating arrangements were appropriate, though in some segments students were isolated either at the front or the back of the class. Reorganisation of the furniture could have rectified this. In some segments IWBs were used effectively with the digital version of the coursebook. In most segments whiteboards were not well organised. Coursebooks were supplemented and there was effective use of flash cards with lower levels.</p> <p>T28 In stronger segments there was encouragement of peer-to-peer correction. Most teachers provided feedback during pair and group work. There was a limited variety of whole class feedback techniques in evidence.</p> <p>T29 Short tasks were used to check student understanding of new language. In stronger segments teachers used concept questions.</p> <p>T30 In most classes there was a positive learning atmosphere, teachers' language was appropriate, there was an appropriate balance of student talking time to teacher talking time, and the pace and variety of activity types were effective. In weaker segments the pace was slow, students were not engaged and did not understand what was expected of them.</p>					

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from poor to good, with the majority of segments observed being satisfactory. Teachers generally demonstrated an appropriate knowledge of the linguistic systems, demonstrated a range of teaching techniques, planned coherent lessons and provided students with feedback. There were segments where the models provided were inappropriate, the cultural background of students had not been taken into account and students were not engaged or on task.

Teaching and learning summary

The provision meets the section standard. Teachers are appropriately qualified. Programmes of learning are generally managed to meet the needs of the students, though teachers would benefit from greater support to enable them to deliver aspects of the programme in a more satisfactory way. 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 The safety and security of students onsite is a high priority for the organisation and both sites inspected had taken steps to ensure that the clear centrally-developed policies were put into effect. Thorough risk assessments

had been made of the potential problems for students, covering both hazards in the buildings (for example steep staircases leading to the dormitories in Berkhamsted) and risks in the general environment (for example the fact that the Brighton site at the University of Sussex is open to the public). Fire drills had been held on both sites, and there was close monitoring of students at all times, with frequent checks.

W2 Responsibility for the pastoral care of students is taken by the welfare manager at each centre, with houseparents and activity leaders each playing an important role in their respective areas. Many students are accompanied by international group leaders (IGLs), who also help to ensure that their own students are well cared for. However, the central policy that activity leaders should be allocated to individual students in order to provide the extra layer of support provided to groups by IGLs, had not been implemented at either of the centres visited.

W4 Policies on dealing with abusive behaviour are well developed and are communicated effectively to students in a form well adapted to their age and backgrounds. Respect and tolerance are key elements of the organisation's ethos, and there are clear codes of conduct for students and staff. All staff have completed Prevent training and the central operations managers have completed training for leaders and managers.

W7 Comprehensive advice and information is provided at induction, and through the student handbooks, produced specifically for each centre.

Accommodation profile

Comments on the accommodation seen by the inspectors

At Berkhamsted residential students are accommodated in two separate areas. The first, consisting of East wing and West wing (one for boys and one for girls), provides traditional boarding school accommodation in dormitories with up to ten bunk beds, with shared bathroom facilities; the second, Incents and St Johns consists of two separate houses, which provide a mixture of single and twin rooms, many of which are ensuite. A considerable number of students at Berkhamsted opt for homestay accommodation, which is provided in the town and surrounding area; a shuttle bus is provided to transport students to and from school for students living outside the town. Two homestays and the dormitory-type accommodation were visited.

At Brighton students are accommodated in student flats on the campus, a short walk from the refectory and the teaching block. Flats consist of between five and six single rooms, with a small communal area. Some flats have ensuite facilities, and some have shared bathrooms. Homestay accommodation is not advertised, but had been arranged, exceptionally, at the request of the agent for a small number of students from a closed group. It was provided by an agency registered with the British Council. A visit was made to the residential accommodation, and a meeting was held with the students in homestay.

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

Comments

W10 Residential accommodation is checked and risk-assessed by members of the central operations team before it is used. Homestay accommodation in Berkhamsted is also inspected, and hosts are supported in the production of a fire risk assessment.

W14 First week feedback includes a question asking if accommodation is "OK", but more specific questions, especially about homestay, are needed to identify any issues at an early stage.

W15 The meals sampled at both centres were of an excellent quality, with a good range of options.

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 Hosts receive very clear information and guidance, which is confirmed with each new booking.

Accommodation: residential

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

Comments

W23 At Berkhamsted there is an arrangement with the local doctor's surgery, and the Brighton campus has an on-site medical centre.

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

Comments

W27 An extensive leisure and activities programme is an integral part of the junior courses. Onsite activities consist typically of sports or arts and crafts in the afternoons and whole-course 'events' in the evenings, and are complemented by one full-day and one half-day excursion per week. These are generally well resourced, but see the comments under W29 below.

W28 All activities are covered by comprehensive risk assessments. These need to be monitored and updated to take account of the weather conditions on the particular day. The inspection of the Berkhamsted centre took place on one of the hottest days of the year and the risk assessments did not reflect the impact of this on the students.

W29 A crucial role in the safe implementation of the leisure programme is played by the activity leaders. They receive an induction, and are supervised and monitored by the leisure manager, but there was some evidence at the Berkhamsted centre that there were insufficient resources and support available to ensure that arrangements for setting up activities were carried out in an effective and fully professional way.

Welfare and student services summary

The provision meets the section standard. The needs of the students for security, pastoral care and leisure activities are met. More training and support is needed in some cases for leisure and activities staff. The accommodation provided is suitable, and the management of the accommodation systems works to the benefit of students.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 advertised maximum age for students at all summer schools is under 18. As noted in M24 a student aged 18 had been enrolled as a member of a group at one of the centres visited. Across the organisation, four 18 year-olds were enrolled at the time of the inspection.

C1 A safeguarding policy is in place, with named designated leads. However, the policy does not set out procedures to be followed in the event that students over or under the advertised age ranges are recruited.

C2 The designated leads have received specialist training, and all staff have to complete basic awareness training before appointment. Although they receive some guidance on hosting under 18s, at present, homestay hosts are not required to do safeguarding training.

C4 Safer recruitment policies and procedures are in place and the recruitment and operations co-ordinator has a certificate in this area. All staff have suitability checks and protocols are followed to manage the deployment of any staff whose clearance has not come through at the time of taking up their post. At present, only the main carer in a homestay is checked, but this will be extended to cover all adults with a connection to the homestay address before next year.

C5 Students are carefully monitored and supervised on site before and between classes. However, at Brighton some aspects of operating on an open-access university campus require further attention to minimise the risks to under 18s; this relates specifically to the presence of unbadged contractors working in the areas of the teaching block used by students, and the potential vulnerability of students using open-access toilets during lesson times.

C6 Excellent arrangements were in place for the supervision and safety of students outside scheduled lessons and activities. In essence these were based on close monitoring and frequent, though non-intrusive, checking. Students on both sites commented that they felt safe and secure.

Care of under 18s summary

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided.