

Organisation name	Lines Languages Limited
Inspection date	25–28 July 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. However, evidence must be submitted within 12 months to demonstrate that weaknesses in C6 and C8 have been addressed.

Summary statement

The British Council inspected and accredited Lines Languages Limited in July 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language teaching organisation offers residential courses in general English for adults and under 18s.

Strengths were noted in the areas of premises and facilities, course design, care of students, accommodation, and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	July 1999
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) by this multicentre organisation	None
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	Junior summer schools teaching English in Haverford, USA and French in Valbonne, France

Private sector

Date of foundation	1995
Ownership	Name of company: Lines Languages Limited Company number: 03106337
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	Leigh Croft, Leigh Wood, Bristol BS8 3PE
Addresses of centres offering ELT at the time of the inspection	Downe House School, Hermitage Road, Cold Ash, Thatcham, Berkshire RG18 9JJ Queenswood School, Shepherds Way, Brookmans Park, Hatfield, Hertfordshire AL9 6NS
Addresses of any additional centres not open or offering ELT at the time of the inspection	N/a
Profile of sites visited	Lines Languages runs its UK residential junior summer schools at two independent girls' boarding schools: Downe House (DH) near Newbury in Berkshire and Queenswood School (QW) near Hatfield in Hertfordshire. Both are set in their own extensive grounds and provide boarding accommodation and facilities including playing fields, tennis courts and indoor sports halls and swimming pools.

Student profile

	At inspection		In peak week: 16/07/17 (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	
	DH	QW	DH	QW
Full-time ELT (15+ hours per week) 18 years and over	3	3	3	3
Full-time ELT (15+ hours per week) aged 16–17 years	42	34	46	89
Full-time ELT (15+ hours per week) aged under 16	135	75	172	27
Part-time ELT aged 18 years and over	N/a	N/a	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a	N/a	N/a
Overall total ELT/ESOL students shown above	180	112	221	119
Junior programmes: advertised minimum age	6	10	6	10
Junior programmes: actual minimum age	7	10	7	10
Junior programmes: advertised maximum age	18	18	18	18
Junior programmes: actual maximum age	18	18	18	18

Junior programmes: predominant nationalities	Turkish, Israeli, Chinese, Russian, Spanish	Polish, Turkish, Russian, Spanish
Typical length of stay	2 weeks	2 weeks

Staff profile	At inspection		At peak	
	DH	QW	DH	QW
Centres				
Total number of teachers and academic managers on eligible ELT courses	20	12	24	13
Total number of activity managers and staff	10	4	9	4
Total number of management (non-academic) and administrative staff	6	3	6	3
Total number of support staff (e.g. houseparents, matrons, catering)	7	6	7	6

Academic manager qualifications profile

Professional qualifications	Total number of academic managers	
	DH	QW
Centres		
Diploma-level ELT/TESOL qualification (TEFLQ)	1	1
Academic managers without TEFLQ qualification or without 3 years relevant experience	0	0
Total	1	1

Comments

Normally, the academic managers are not scheduled to teach at either of the centres. In the week of the inspection, because of an unexpected staffing shortage at Queenswood, the academic manager there was teaching a full timetable of 24 hours per week.

Teacher qualifications profile

Profile in week of inspection		
Professional qualifications	Total number of teachers	
	DH	QW
Centres		
Diploma-level ELT/TESOL qualification (TEFLQ)	0	1
Certificate-level ELT/TESOL qualification (TEFLI)	10	7
Holding specialist qualifications only (specify)	0	0
YL initiated	0	0
Qualified teacher status only (QTS)	3	1
Teachers without appropriate ELT/TESOL qualifications (NB Rationales need to be prepared for teachers in this category)	7	3
Total	20	12

Comments

The inspectors were told that Lines had experienced unexpected difficulties with staffing this summer. Several teachers who had accepted jobs pulled out at the last moment and others had left early. Despite its efforts, the company was unable to recruit suitable replacements. It was, therefore, obliged to fill some teaching posts with management, administrative or activity staff it considered had sufficient TEFL training and/or other teaching experience. One teacher from DH had been moved to QW, and the academic manager at QW had had to take on a full teaching timetable during the week of the inspection.

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 enrolls a small number of students who have recently turned 18 onto its courses, but all the courses are for juniors, not for adults.

Lines Languages runs summer vacation courses for 6–18-year-olds at Downe House and Queensway School. Both centres are open for four weeks from early July to early August. Students are divided into four age groups: Kids (DH only, 6–9), Teens (10–13), Juniors (13–15) and Seniors (16–18). The Kids programme is slightly different, with two half-day outings per week. The three older age groups have three hours of general English before lunch and three hours of ‘tutorials’ – reinforcement and extension work – and workshop options in the afternoons. One day during the week is spent on an ‘academic excursion’ which is integrated into that week’s classwork. There are evening and weekend activities and a full-day excursion at the weekends.

Accommodation profile

Numbers at time of inspection: at centres visited				
Types of accommodation	Adults		Under 18s	
<i>Arranged by provider/agency</i>				
Centres	DH	QW	DH	QW
Homestay	N/a	N/a	N/a	N/a
Private home	N/a	N/a	N/a	N/a
Home tuition	N/a	N/a	N/a	N/a
Residential	3	3	177	109
Hotel/guesthouse	N/a	N/a	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a	N/a	N/a
<i>Arranged by student/family/guardian</i>				
Staying with own family	N/a	N/a	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a	N/a	N/a
Overall totals adults/under 18s	3	3	177	109
Overall total adults + under 18s	292			

Introduction

Lines Languages Limited is a well-established provider of residential language and activity courses for children. The courses are run in two leading independent boarding schools for four weeks during the summer holidays. Lines offers programmes for four age groups: Kids for 6–9 year-olds, so-called Teens for 10–13 year-olds, Juniors for 13–15 year-olds and Seniors for 16–18 year-olds. This year the Kids Programme was run only at one centre; the other

three programmes at both. Virtually all students are recruited through agents, who monitor their progress and satisfaction closely. Lines, whose slogan is 'Learn and smile in the same language', has a maximum class size of ten and operates a nationality-cap or quota system to ensure a good mix of nationalities in all classes. The programmes offer 24 hours of lessons per week, an 'academic' mid-week and a more touristic Saturday excursion, and evening and weekend activities. The basic course fees are all-inclusive but students can book additional professional sports and activities and optional Sunday excursions as extras. Most students book for two weeks.

This inspection lasted four days. The inspectors spent two days at Queenswood School and a further two days at the larger centre, Downe House School. At both centres, and also before and after the inspection, they scrutinised a large number of documents the company had prepared.

At Queenswood School (QW) they had meetings with the Lines operations lead manager (OLM) who works for the company year round and is also the centre manager at Downe House, the centre manager, the director of studies (DoS), the welfare manager, the house parents, the activity team leaders and staff, the teachers, groups of students, some group leaders and a representative of the host school. They observed all the teachers once in either morning or afternoon lessons, and the staff and students at the start of evening activities. One inspector visited the residential accommodation and met the houseparents.

At Downe House (DH) the inspection programme was very similar but the inspectors also met the Lines Languages founder and director (the director), who is also the general manager. They met staff performing similar roles to those at QW, toured the site, looked at the Kids Programme, which was running only at DH, and interviewed its programme lead.

Comments in this report apply to both centres (QW and DH) unless otherwise stated.

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 checked="" type="checkbox"/>	
M6 Qualifications verified	<input checked="" type="checkbox"/>	<input 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 at the two centres is accurately described on organograms. Outside the summer season, the company is managed by the director/general manager, the operations lead manager (OLM) and a manager based in Belgium who deals with bookings and agents' and parents' enquiries. There are satisfactory arrangements to ensure management continuity.

M3 Job descriptions are reviewed every year.

M4 Channels of communication are effective: between senior managers and agents and parents, with the host schools' managers, between the general manager and the OLM and, as confirmed by staff and students, at all levels within the two centres, using a variety of media.

M5 Appropriate human resource policies are implemented for all staff. Systems are well documented. The OLM has recently completed a Masters degree in Human Resources, sponsored by the company.

M6 Staff members' files included qualifications and proof of identity. There were references in staff files but although

two references are requested for all new staff, in some files only one had been returned.

M7 The staff from both centres receive a very thorough induction at DH, with a programme of separate sessions for teachers, residential counsellors and other specialist roles. Staff arrive on the Thursday, have a full day of training on the Friday and more on Saturday morning and early afternoon. The QW staff then move off to that centre for orientation and more preparation. The students arrive on the Sunday.

M8 There is a very effective procedure for monitoring and appraising all staff. The appraisals follow a thoughtfully developed format and are conducted by line managers during staff members' first two weeks of work, rating individual staff members on teamwork, commitment, quality of work, organisation and attitude. The results are discussed, signed off and filed for reference in subsequent seasons.

M9 All staff receive appropriate training during their inductions and complete online safeguarding training. Senior staff have received appropriate further training. (See also comment for T10.)

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

Comments

M10 The director explained that about 99 per cent of bookings come through agents. Bookings and most queries are dealt with in the Belgium office, the director deals with agents, and the OLM with promotions and fairs.

M13 Centre managers have a list of emergency phone numbers for students, but this does not include the name or status (e.g. mother) of the person whose number it is.

M15 The conditions and procedures under which a student may be asked to leave the course are not stated sufficiently explicitly.

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

Comments

M17 There are no formal end-of-season course reports produced reviewing the courses at QW and DH. Instead, the general manager/director and the OLM meet at the end of the summer to discuss the season and agree any necessary changes. The OGM notes the agreed points and changes.

M18 Students complete first week and end-of-course online surveys. Any problems raised by individual students may be followed up, action is recorded and the results are analysed according to the course age group. The results are not routinely circulated to staff.

M19 Staff complete a two-page feedback when they leave. However, action taken in response to staff feedback is not recorded.

M20 The inspectors were satisfied that in this customer-focused organisation any complaints are addressed sympathetically, promptly and fully. They are usually made through parents and/or agents. However, there is no note of a complaints policy and procedure explained in the student handbook or posted around the schools.

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 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 organisation's publicity consists of a website, a small brochure and downloadable brochures for both centres. However, the director/general manager stressed that as '99 percent of bookings are through agents', the role of publicity is to support his direct contact with agents. They then produce their own publicity in the language of their local markets.

M22 The organisation's publicity is accurate in word and image and raises realistic expectations.

M24 All the required information is presented accurately. However, the number of 45-minute lessons per week is given but is not, as required by this criterion, also expressed as the number of taught hours per week.

M29 Some publicity states the organisation is also accredited by English UK, which is not an accrediting body.

Management summary

The provision meets the section standard. Some of the information collected from and given to students needs to be clearer but overall the management of the organisation operates efficiently to the benefit of its students and in accordance with its publicity.

Resources and environment

Premises and facilities

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

Comments

R1 The premises at QW and DH are very spacious and provide excellent comfortable environments for students and staff.

R2 The premises at both centres, including the residential accommodation and external areas, are of a very high standard. They are well maintained and very attractive.

R3 The classrooms at QW and DH are entirely suitable for learning. In size they are more than adequate for the number of students. The classroom furniture can easily be re-arranged for different activities. Students can see, hear and write in comfort and move about easily.

R4 At both centres there are excellent facilities for relaxation and the consumption of food. There are dining halls and house common rooms, assembly halls and exceptionally good indoor and outdoor sports facilities. These, at both centres, include tennis courts, playing fields, swimming pools, theatres and sports halls.

R5 There are excellent display boards in the public/common areas and in the classrooms at both centres. The company recognises that the host schools' permanent displays need to be fully respected but that its own course identities and information should be clearly promoted. It does this imaginatively with attractive displays throughout both host schools. In classrooms, students' work and class rules are posted on the boards and, where practicable, the host schools' notices are covered.

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

Comments

R7 The last inspection report noted that the number of photocopies being made was probably exceeding that permitted by the organisation's photocopying licence. In response, it has severely restricted the number of published learning materials available to teachers and instructed them to use their own materials and those that are freely available from photocopyable books or from websites. This new system appears to be working successfully. The materials used were often well tailored to students' interests and needs and to the context of the courses, although the time demanded of teachers to prepare their lessons had obviously significantly increased.

R8 At QW there is an adequate stock of up-to-date materials and resources for teachers including dictionaries, activity books, DVDs, board games and materials for workshops. There is a similar provision at DH although more limited. A small number of photocopyable materials are available but are kept in the DoS's office. There are satisfactory photocopying facilities at both centres. On the shared drive, the teachers have access to a list of free websites providing teaching materials and some lesson plans, worksheets, pictures and video clips. There are also excursion maps, visitor guides, quizzes and itineraries. Teachers have their own folders on the shared drive in which to file their lesson plans, 'Learning objectives for the week', Friday test results, and their students' initial and end-of-term reports and certificates.

R9 The classrooms at both centres are very well equipped with educational technology. All have computers and projectors or interactive whiteboards, and audio systems and internet access. A very good level of expert technical support is available from specialist staff at both host schools.

R10 Both centres have computer rooms. These are used for class research projects but not for self-access work because, as one manager explained, the students were too busy and most have access, when they need it, to their own devices.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The learning resources and environment at both centres support and enhance the studies of the students enrolled and offer pleasant professional environments for the staff. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input 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 A rationale was submitted for one teacher who did not have a Level 6 qualification. The rationale showed other relevant post-school learning, and also significant international experience. It was accepted in the context of this inspection.

T2 Three teachers at QW and seven at DH had qualifications which do not meet Scheme requirements.

T3 Rationales were submitted for the employment of the teachers with qualifications not meeting Scheme requirements. Seven of these were for TEFL qualifications which appear not to be externally validated. Four of these were for an online TEFL certificate course. The online component of this course is externally validated, but for

any optional teaching practice components, it is not clear whether there is a qualified assessor observing and providing feedback. A further teacher at DH had a teaching qualification from Spain but not related to ELT. A number of qualification evaluation forms were also provided.

The inspectors accepted seven of the ten rationales submitted in the context of this inspection because of the substantial ELT experience the teachers also had, including previous seasons at Lines. However, they did not accept the rationales for two teachers because of their limited TEFL experience elsewhere, or the rationale for the teacher with no formal ELT training.

T4 The DoSs at both centres were appropriately qualified and experienced. Although the DoS at QW was teaching during the week of the inspection, teachers said she was open and approachable and described her and the centre manager as very supportive.

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 deployed to classes in the different age groups according to the centres' needs and their own experience and preferences.

T7 Less and more experienced teachers are paired to share classes. Classes are reformed each week depending on the returning students' performance in the previous week and on the placement test results of the new students.

T8 At QW, the DoS had also taken on a teaching role during the week of the inspection because of unexpected staffing problems. Two other members of the staff, a team leader and a member of the administrative staff, had also been redeployed as teachers. At DH, for the same reason, a team leader and the academic assistant had been redeployed as teachers. At both centres, the inspectors asked the teachers whether they thought the late changes to staffing had had an impact on the students' experience. The teachers at both centres assured them they had not.

T9 Both centres were open for four weeks only. Students could start on the first, second or third Mondays to stay for a minimum of two weeks. The syllabus sets out a scheme of work for each age group for the week, including the theme and topics appropriate to the levels, so that each week is self contained.

T10 As well as their academic inductions on the Friday and Saturday before the courses begin, teachers receive a 28-page academic handbook, and are given professional support from senior teachers allocated to each age group. There are weekly continuing professional development (CPD) workshops with sessions on practical topics such as correction feedback, class management, using technology, and information gap activities. Attendance is mandatory. Sometimes a choice of two topics is offered. Teachers can ask for certificates of attendance at the CPD sessions for their professional development portfolios. At both centres the DoSs' offices were central and easily accessible.

T11 At both centres all the teachers are observed by the DoSs, usually in the first week, and receive feedback including a written 'post observation evaluation'. This includes strengths, development needs and an action plan. Where necessary, a second observation is arranged to check progress and there are also 'pop-in' observations.

Course design and implementation

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

Comments

T12 This was the first year using a completely new syllabus, developed by one of the academic managers. The 28-page document sets out a flexible topic- and theme-based programme, designed to meet the needs and interests of young learners on a short summer course in England. The syllabus covers six levels from elementary to advanced, includes language work and topics appropriate to the different levels, and states learning outcomes in terms of what

students will be able to talk about by the end of each week. There is a 'Theme of the week' which relates to each mid-week 'academic excursion' and differs according to the age group of the students and the location of the centre. The course design represents a commendable attempt to get away from a coursebook-dependent structure and make the most of the students' learning environments. A separate document sets out the content of the Kids Program at DH.

T13 At the end of its first four-week season, the teachers will be invited to review the new syllabus and suggest further development.

T14 Every Monday, class teachers preview the coming week with their students, including that week's theme and academic excursion, and reinforce this with a handout to each student of their weekly plan entitled *Learning objectives for the week*.

T15 The syllabus includes daily 'optional tasks' for further personalised practice which can either be done in class or suggested to students as extension activities to further develop specific language skills.

T16 The course design includes thoughtful and effective strategies to ensure that students develop their language skills outside the classroom and benefit linguistically from their stay in the UK. As well as the weekly 'academic excursions', prepared for and exploited afterwards in class, there is the deliberate cap on students from any one language, the mixing of nationalities in classes and bedrooms, rules for when mobile phones may and may not be used, and the allocation of students to a seating plan at lunch and dinner with a member of staff. Students' weekly and final reports comment on their 'immersion': their use of English inside and outside the classroom.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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

T17 Lines has developed its own speaking and written placement tests, with graded questions and tasks. The teachers confirmed that these placed students effectively in the correct-level classes.

T18 Teachers create their own end-of-week tests for their classes. The results and progress in class are recorded on students' initial and final reports and inform the choice of class for remaining students for the following week.

T19 For older students exam preparation is offered but the inspectors understood that this option is seldom booked.

T21 Students and parents receive first-week initial and end-of-course reports, written by the teacher. They also receive a certificate of attendance, which states that the student has been assessed at a particular Common European Framework of Reference (CEFR) level, although there is no formal level assessment.

Classroom observation record

Number of teachers seen	QW: 12, DH: 20
Number of observations	QW: 12, DH: 20
Parts of programme(s) observed	Morning and afternoon programmes; classes of all age groups.

Comments

Segments of all the teachers' lessons were seen, including language work, excursion preparation and feedback and 'workshop' project work.

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

Comments

T23 Most teachers displayed a sound knowledge and awareness of English and were able to model it accurately and appropriately. There were occasional instances of incorrect pronunciation of individual words or of incorrect spelling being modelled, but these were rare and not significant in the overall delivery of the lessons.

T24 The content of most lessons was very relevant to students' interests and to achieving the communicative aims of the course, although in two more advanced classes, the topics discussed were not particularly appropriate for younger students.

T25 Lessons were well planned and included a coherent sequence of learning activities. Intended learning outcomes were usually put on the board or explained at the start of the lesson, and often successfully linked to language practice outside the classroom.

T26 A range of teaching techniques was used effectively, appropriate to the age groups. Techniques included games, role plays, races, use of realia for instance for cooking, information-gap exercises and blank filling. However, little use of controlled oral practice of new language or of concept-checking questioning was observed.

T27 There was good, confident use made of IT, including projectors and interactive whiteboards. Teachers managed their classrooms effectively in most cases, moving students to new activities with clear instructions. Good use was also made of handouts, role-cards and realia. In contrast, whiteboards were often not thoughtfully exploited, with poor layout and random use of colour.

T28 Some teachers provided their students with appropriate and timely feedback and praise, but others missed opportunities for helpful correction. A variety of correction techniques was observed, including encouraged self and peer correction, but in several student presentations, teachers were not noting language points for whole-class work later in the lesson.

T29 Lesson stages often led to opportunities for the teacher and students to see that the intended learning outcomes had been achieved.

T30 In almost all lessons, there was a good rapport between teachers and students, lessons progressed at a brisk pace and students were engaged and clearly enjoying their lessons.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from a few excellent lessons to satisfactory, with most segments good or satisfactory. Lessons had been thoughtfully planned to match students' interests and needs. Teachers' knowledge of the linguistic systems of English was sound and modelling was generally accurate. A good range of teaching techniques, appropriate to the age of the students, was observed. Most classroom resources, including IT, were used effectively. Teachers conducted lessons at a good pace and most provided timely encouragement and correction. Their students were engaged in and enjoying the lessons.

Teaching and learning summary

The provision meets the section standard. Although a number of teachers' qualifications do not meet the requirements of the Scheme and required rationales to justify their employment, overall the qualifications profile was satisfactory and the teachers are given support to ensure that their teaching meets the needs of their students. The courses are well designed and managed for the benefit of the students. The teaching observed met the requirements of the Scheme. *Course design* in an area of strength.

Welfare and student services

Care of students

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

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

W1 QW and DH are located in rural areas and the quiet location at both campuses contributes to security. There are good safety measures in place at both sites. At QW all access to the campus is by security-controlled gates. Both sites are protected by CCTV and all areas have access card or key pad entry. Supervision is robust throughout and appropriate premises risk assessments are in place. First aid provision is good and regular fire drills are carried out, and recorded. Both sites offer a safe environment for students.

W2 Provision for pastoral care is very good at both schools and school staff know all the students well and prioritise their well being. At DH students aged six to nine are supervised at all times by very experienced and caring staff. Houseparents deal with pastoral issues after class and involve other members of staff as appropriate. Multi-faith rooms are available if needed and have been used occasionally at both schools.

W3 Clear notices and staff photographs are prominently displayed showing the staff member to talk to if help is needed. Students can talk to their houseparents, welfare managers and centre managers about any personal issues they might have. Meetings are held with students on most evenings in their residential houses.

W4 There are clear policies on bullying and abusive behaviour which are integrated into the safeguarding training programme for all staff. Appropriate advice on bullying is given to students at morning assembly. A policy related to the Prevent strategy is in place and centre managers have received Prevent training.

W5 The two centres distribute welcome packs which contain emergency numbers on the first page. All students are required to wear badges with the 24-hour emergency contact number on them when on excursions.

W6 The organisation offers meet-and-greet services to and from all London-based airports. Drivers are all DBS checked.

W7 Relevant information covered by this criterion is provided in the joining instructions, at induction, at morning assembly and in the student welcome pack. There are also noticeboards at both centres which are attractively designed and well organised.

Accommodation profile

Comments on the accommodation seen by the inspectors

At both sites, residential accommodation is in student houses within the grounds of the host school. The houses are within reasonable walking distance of classrooms and leisure facilities. There is access card entry to all the houses and rooms are allocated according to students' age and sex. At QW Seniors are accommodated in single, double or triple rooms, Teens and Juniors are in doubles or quads. At DH Seniors are accommodated in single or double rooms, Juniors are in double rooms, Teens are in doubles, triples and quads and Kids are in triples or quads. Boys and girls are strictly segregated. Each house has bathroom and shower facilities and at least one common room. Most houses have a small kitchen where students can take refreshments. Each house is in charge of a resident houseparent.

One inspector visited all the residences at both sites with a member of staff.

Accommodation: all types

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

Comments

W9 The bedrooms at all the residences are sufficiently spacious, with plentiful storage space and good toilet and bathroom facilities. The common areas are attractively decorated with staff photos and students' work. The lounges are spacious and provide suitable recreational facilities. Changes of towels and bed linen are carried out weekly and a laundry service is available. At DH the residential accommodation for the Kids provides a particularly cosy environment for this age group.

W11 The host institution checks are thorough and the standard of cleanliness at all the residential accommodation inspected was of a very high standard.

W12 Both schools have exclusive use of all residential accommodation.

W14 Students can tell their houseparents about any accommodation problems they might have and students rate their accommodation each week in the online questionnaire that they complete. Students at focus group meetings were very satisfied with their accommodation.

W15 All meals are provided and there is a good range of hot and cold dishes, with a salad table and fresh fruit always available. Special dietary needs are catered for. The food sampled by the inspectors at both schools was of an excellent standard, varied and appetising. Students and staff reported that they were very satisfied with this provision. Each school has a tuck shop.

Accommodation: homestay

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

Comments

None.

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

Comments

W22 All the bedrooms, bathrooms, toilets, student lounges and common areas in the residences are cleaned daily and rubbish is cleared. Lines staff carry out their own inspections and ensure that students keep their rooms tidy. The standard of cleanliness and tidiness in residential accommodation is of a high standard.

W23 There is a sufficient number of first-aid trained members of staff on duty at all times and arrangements for access to a local doctor or medical help.

Accommodation: other

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

Comments

None.

Leisure opportunities

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

W26 Students are offered a good range of social, cultural and sporting activities which are well publicised on excellent display boards. There is a full-day weekend excursion, a mid-week 'academic excursion' and Saturday

trips. Students are prepared for the latter through language work in class before the excursion and further practice afterwards.

W27 The leisure programme is effectively staffed and run by residential counsellors under the direction of team leaders. The evening social programme consists of sports, arts and crafts and other activities such as Zumba and African drumming. The sports and leisure facilities on both sites are extensive, including gyms, swimming pools and large playing fields. The school week culminates with a Friday evening stage and screen night and a farewell ceremony. Students can also purchase professional sports coaching and off-campus evening activities and Sunday excursions at additional cost. The programme is reviewed annually and changes made as appropriate.

W28 Risk assessments are appropriate and thorough and at their induction all staff are required to read them. Staff accompanying students on off-site excursions are given training in general supervision and guidelines as to how to respond in situations in which students are at risk.

W29 The team leaders at both sites are appropriately experienced and residential counsellors with specialist interests and skills are suitably deployed. For pro-sports, such as horse riding, soccer or golf, professionally-trained instructors lead activities. There is an appropriate number of first-aid trained staff on on-site and off-site activities. Lifeguards, supported by a residential counsellor, supervise swimming at both sites. (See also comment for C6.)

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. There are very good measures in place to ensure the safety and security of students. Pastoral care provision is very good. The accommodation provided is of a high standard and is managed to the benefit of students. The leisure programme is of a very high standard, well resourced and well organised. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments					

At inspection six students were 18 (three at QW and three at DH). All other students were under 18.

C1 Lines has a clear and comprehensive safeguarding policy, which is reviewed every year. The centre manager at QW is the designated safeguarding lead (DSL). At DH the centre manager and the Kids Programme Lead are the designated safeguarding leads.

C2 All the DSLs have undertaken specialist safeguarding training. All staff have had basic awareness training. An electronic copy of the school's safeguarding policy is sent to all staff before arrival and they are required to sign a declaration confirming they have read it. In addition to an induction session on safeguarding, a quiz has been developed to check that staff have assimilated key information. Group leaders have a meeting with the centre managers on arrival to ensure that they understand their responsibilities.

C4 Lines has a comprehensive safer recruitment policy. Three teachers at QW have signed declarations while awaiting their DBS; all other staff at both centres are DBS-checked or have police checks from the last country they worked in. Police checks are carried out on all group leaders.

C5 Students are fully occupied throughout their stay. There are satisfactory supervision arrangements during scheduled activities, including all aspects of the leisure programme. Lines has an overall organisation ratio of 1:4 staff to students. The supervisory ratio for the Kids is generally 1:5.

C6 Students are well supervised on trips and excursions. However, risk assessments are not signed off by the member of staff responsible for each trip. Also, there is a small amount of unsupervised time for students on the Saturday trips when they are permitted to spend a couple of hours in groups of three and told to report back regularly to supervisory staff. However, parental consent forms do not refer to any unsupervised time on trips.

C7 Each residence has a designated houseparent on duty who is appropriately first-aid trained. At least one residential counsellor lives in each residence. The supervisory ratio in the residences is generally 1:15. Thorough

risk assessments are in place. Under 18s are kept in separate areas of their residence.

C8 The organisation obtains an emergency phone number for students but no next of kin names are held at the centres.

Care of under 18s summary

The provision meets the section standard. The safeguarding policy is appropriate, staff training is well established and safer recruitment procedures are in place. There is a satisfactory ratio of staff to students and staff are very well aware of their responsibilities. However, there are issues relating to safety and supervision procedures on trips and to contact arrangements for parents.
