

Organisation name	Manor Courses, Hurstpierpoint
Inspection date	18–21 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 Manor Courses 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 large private language school offers residential courses in general English for under 18s.

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

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

Organisation profile

Inspection history	Dates/details
First inspection	2008
Last full inspection	2012
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1970
Ownership	Manor Courses Ltd. Registered Company in England No. 1320278
Other accreditation/inspection	N/a

Premises profile

Address of main site	Manor Courses Hurstpierpoint College, College Lane, Hurstpierpoint BN6 9JS
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	Head office only: Manor Courses, 8 Dean Court Rd, Brighton BN2 7DH
Profile of sites visited	All provision takes place at Hurst College, Hurstpierpoint, in premises which are used year round by a co-educational preparatory and senior school. During the summer Manor Courses has exclusive use of the indoor facilities which include a classroom block with 26 rooms, a suite of offices, a staff room, a computer room, a drama and dance studio, a theatre, a chapel (used for leaving ceremonies), a sports hall and a swimming pool. Outdoor facilities include two all weather sports pitches and tennis courts, as well as extensive grounds for relaxation and other activities. The residential accommodation is arranged in seven houses within the grounds, approximately three minutes' walk from the school buildings.

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	27	27
Full-time ELT (15+ hours per week) aged under 16	306	306
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	333	333
Minimum age	7	7
Typical age range	8–17	8–17
Typical length of stay	2 weeks	2 weeks
Predominant nationalities	Chinese, French, Spanish, Italian, Portuguese	Chinese, French, Spanish, Italian, Portuguese

Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	90	90
Number on short-term study visas	0	0

Staff profile	At inspection		In peak week (organisation's estimate)	
	Run	Seen	Run	Seen
Total number of teachers on eligible ELT courses	25		25	
Number teaching ELT under 10 hours/week	2			
Number teaching ELT 10–19 hours/week	23			
Number teaching ELT 20 hours and over/week	0			
Total number of administrative/ancillary staff	40			

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	1
Certificate-level ELT/TESOL qualification (TEFLI)	21
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	3
Total	25

These figures exclude the academic manager

Comments
The DoS is not timetabled to teach and is not included above. Two of the three ADoSs are timetabled to teach up to 15 lessons and are included in the figures above.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments
The residential English language course for all students consists of a general English course of 18 hours per week. It includes the following components: <ul style="list-style-type: none"> • 5 x 90 minute language lessons • 5 x 90 minute communication lessons • 2 x 60 minute excursion-themed lessons or activity-themed lessons • 1 x 60 minute review lesson

One-to-one lessons for non-residential parents and younger and older brothers and sisters are offered, but were not operating on the days of the inspection.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	0	333
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
<i>Staying with own family</i>	0	0
<i>Staying in privately rented rooms/flats</i>	0	0
Overall totals adults/under 18s		
	0	333
Overall total adults + under 18s	333	

Introduction

Manor Courses (MC) is a family-run operation founded in 1970, offering summer residential vacation courses for juniors. They have been based at Hurst College, Hurstpierpoint for the last nine summers. The three directors are all actively involved in the operation and live on campus, together with the teaching and activity staff, for the duration of the summer school. The students and group leaders also live in the on-site boarding houses. The number of adult staff and supervisors is particularly high and includes residential teachers, activity leaders, house managers and group leaders, representing a proportion of one adult to every four students.

Students come from a variety of nationalities, mostly accompanied by their own group leaders. Most students study for two weeks. The classes are organised in two overlapping age groups: 8 to 14 and 12 to 17. Their English language classes consist of 18 hours per week, made up of language lessons, communication lessons and excursion, activity and review lessons. The teaching programme is designed to combine with afternoon and evening activities and excursions in order to provide an integrated programme that maximises learning opportunities.

MC also offers courses for family members accompanying junior students. These consist of one-to-one lessons for parents or older or younger brothers and sisters. Family members do not live in the boarding houses, but stay in a local bed and breakfast, and are kept separate from the main school. There were no family members enrolled during the week of the inspection.

The inspection took place over three and a half days. The inspectors spoke to the following members of staff:

- managing director
- course director
- logistics manager
- director of studies (DoS)
- assistant directors of studies (ADoS)
- welfare manager
- welfare and house co-ordinator
- activity managers
- head of security
- first aid officers
- housekeeping manager (Hurst College)

Focus groups were held with teachers (two groups), students (two groups), activity leaders (one group), house

managers (one group), and group leaders (two groups). One inspector visited five boarding houses and observed activity options.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 There is a very clear structure of management displayed in an organogram which describes the main functions and responsibilities of each management position and the lines of reporting involved. It is provided to all staff. Arrangements for continuity and cover of all management positions are in place.

M3 Job descriptions are very clear and specify duties and competencies.

M4 There is a very strong culture of open communication throughout the operation. The directors and most staff members are on site 24 hours a day and communication channels are effective at all times through face-to-face contact, online media, phone and radio. The teachers and the activity leaders have meetings every day. The house managers meet two or three times a week. The group leaders meet with the welfare manager at least twice a week. Communication between the MC management and the facilities management staff of Hurst College is open and co-operative.

M5 The staff handbook provides relevant and detailed information on human resources procedures and policies. There are different versions for specific roles. There is a clear grievance and disciplinary policy and procedure in the staff handbook, but no capability policy.

M7 All employees are required to arrive three days in advance of the first day and participate in a three-day induction programme which covers all areas of the operation, and allows the staff to get to know each other and build a team ethos. Staff said that the induction programme, for which they are paid, was extremely useful and well organised.

M8 All staff are monitored on a continuous basis by the managers. Formal annual appraisals are not regarded as appropriate for the summer staff, but feedback on performance is given. Activity staff and house parents are monitored every day and reports are produced, including reports from group leaders. Teachers have one performance observation in their six-week contract and two job performance reviews.

M9 A range of development opportunities for all staff is listed in the staff handbook. They include skills training, opportunities for peer observation within and across different departments, and external training courses. Much of the training and development takes place in the weeks before the summer school opens when the staff have more time.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 All staff including managers and administrators were seen to be very helpful and courteous to students and group leaders at all times. Staffing levels are high and enable the staff to handle the work effectively and efficiently. The database used is appropriate to the type of provision and is supplemented where necessary by paper records. M12 Enrolments are processed by one of the directors and are dealt with efficiently. Payment, cancellation and refund procedures are clearly explained and efficiently implemented as appropriate. Additional staff are available if necessary. Group leaders commented favourably on the enrolment process, praising the efficient and caring approach of the school.

M13 Records of emergency and next of kin contact details are gathered for all students either before arrival or on arrival. They are kept as paper copies in a file that is accessible to the management team at all times.

M14 The attendance policy is made known to all. Attendance checks are made by the ADoS at the start of each period of lessons and activities. Any absences are immediately followed up, using the group leaders or MC welfare staff as appropriate. Records of absence and the reason for the absence are kept.

Quality assurance

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

Comments

M16 Points to be addressed from the previous report have either been dealt with or have been satisfactorily explained.

M17 Review of the provision takes place throughout the year. Before the start of the summer all checklists, systems and procedures are reviewed and revised as necessary. At the end of the summer a formal review takes place involving feedback from students, staff and group leaders, as well as any communication from parents and other stakeholders. New ideas for the following year are often trialled in the final week of the summer course. For example a new system for registering the students for activities was tried out in the final week of the 2015 course and was implemented in 2016.

M18 Feedback from students is obtained more or less continually through house managers, teachers, activity leaders and group leaders. There are formal forms and procedures on day two to check initial satisfaction and identify any concerns, and again in week two when a more extensive feedback form is used. All feedback is collated and used to inform future planning, together with feedback from group leaders and parents. Any action taken is recorded.

M19 Teachers have plenty of opportunity to give feedback to the management of the school, either informally or more formally at meetings and reviews. Teachers in the focus groups were very appreciative of the open and accessible nature of the management team and their willingness not only to listen but also to take action.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

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

Comments

The website is the main source of publicity. It was relaunched in 2016 and has automatic translation functions into French, Spanish, Italian, German, Portuguese, Turkish, Russian, Japanese, and Chinese. There is also a printed brochure which contains less information in a simpler format. The brochure refers clients to the website and is available as a download on the website. Social media is also used as a source of publicity and is presented and monitored appropriately.

M22 The publicity gives a very accurate and realistic representation of the location, facilities, and student profile in words, photographs and in the video.

M23 The courses and their objectives are clearly described in general terms. There are no specific descriptions of the content and objectives at the different levels.

M24 The minimum age is given as eight. However, there were two seven year-olds enrolled as part of a larger group. Customers are not explicitly or specifically informed of the real minimum age other than in a note on the home page of the website which states that: 'Normally we accept students aged 8–17 but in exceptional circumstances there may be students who are just under or over.'

M25 All the requirements of this criterion are provided clearly and accurately and are easy to find. Costs are presented in a very simple format and indicate what is included. The terms and conditions are very clear and accessible, and include the rules and procedures that students have to follow (for example, registration for activities, limits on free time for younger students).

M29 The Accreditation Scheme marque is used appropriately. The school was advised to use the version of the marque with 'for the teaching in English in the UK' in all publicity.

Management summary

The provision meets the section standard and exceeds it in some respects. The management structure is robust and operational procedures are thorough. They have been designed to provide an effective and professional service to the students and the staff. Concern for quality and constant reviewing are an intrinsic part of the ethos of the organisation. The publicity is accurate and accessible. *Staff management*, *Student administration* and *Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

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

Comments

R1 The buildings used by MC are all part of Hurst College. The school has full use of most of the main buildings, including the classroom block, office, dining hall and chapel. The residences and activity and sports facilities are all on the same extensive site. All the rooms are spacious. The premises are of a very high standard and provide a comfortable and peaceful environment.

R2 The premises are in a very good state of repair, decoration and cleanliness throughout. The external areas, including lawns, courtyards and playing fields are very well maintained.

R3 Classrooms, all of which are located in the same block of buildings, are spacious with flexible table arrangements, providing an opportunity for varieties of activity and interaction. The inspection coincided with a period of extremely hot weather. Although there is no air-conditioning in the classrooms, measures were taken to

make the learning environment as comfortable as possible through the use of shades, fans, open doors and the provision of water.

R4 There are numerous areas where students can relax, both inside and outside. These include the activity centre, the dining hall, the cloisters, the common rooms in the residential houses, and the external gardens and grounds. All meals are provided on site (see W15).

R5 Signage to the various MC facilities and rooms is clear throughout the premises and at the entrance to the main building. There are display boards at appropriate locations around the premises used by MC, and a gallery of images is displayed on a TV screen in a central location. Information is also displayed in the residential houses. The information on the display boards is sometimes untidily arranged or too small or densely worded, and as a result may not attract the attention of the students.

R6 The teachers' room provides sufficient space for all the teaching staff and can be used for meetings and lesson preparations. Teachers also use the computer and desk in their own classrooms to prepare. Activity leaders and house managers have their own work rooms and there is a comfortable staff common room, with sofas, a games table and a kitchen area for all staff to relax in. Group leaders have their own, separate common room with kitchen area.

Learning resources

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

Comments

R7 There is an appropriate range of learning materials for the students. They include coursebooks, supplementary materials, and digital resources for the data projectors and interactive whiteboards. The materials cover all components of the course.

R8 There is a good range of teaching resources in both print and digital format. They are clearly labelled and well organised. There are a number of methodology books for teachers, although some are not relevant to the student profile. There are 22 computers in the teachers' room in addition to the individual computers in each classroom.

R9 All technology is well maintained and is well used. The Hurst College technical support staff are available to deal with any problems.

R11 Although the school does not have a library or self-access centre, there is a small collection of reference books and graded readers available for students to borrow located near to the main office.

R12 Materials are discussed and reviewed at the end of the summer (and at other times throughout the year) taking account of teacher and student feedback. New coursebooks may be introduced in line with the syllabus review.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises, facilities and learning environment are of a very high standard, and together with the learning resources, enrich the student experience and offer a professional environment for 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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T1 Two teachers do not have Level 6 qualifications. The rationales for their employment were accepted in the context of this inspection as they have a record of post-compulsory education as well as relevant experience in teaching juniors.

T2 Three teachers do not have appropriate ELT qualifications.

T3 Rationales for the three teachers without appropriate ELT qualifications were accepted in the context of this inspection. They have basic non-recognised initial qualifications and have had considerable experience in ELT institutions. They have been monitored effectively and supported by the academic managers. The provider and the teachers are aware of the need to upgrade their qualifications in order to meet the requirements of the Scheme.

T4 The academic management team consists of the course director, the DoS and three ADoSs. The course director and the DoS are TEFLQ; the ADoSs are TEFLI. All members of the academic management team have sufficient relevant experience. The TEFLQ DoS carries out all observations. The academic management team is a strong element in the delivery of the teaching and learning programme, with all five members providing different but valuable aspects of support and guidance, benefitting both teachers and students.

T5 The rationales for the three non-TEFLQ members of the five-person academic management team were accepted. They have considerable experience and provide an important role in maintaining high levels of support for the teachers.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 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 matched to courses according to their experience and preference. Each class usually has two teachers assigned for the 'communication' lesson and the 'language' lesson respectively. The course director tries to pair up experienced with less experienced teachers so that they can support each other.

T8 Cover is provided by the ADoSs, the DoS, and if necessary the course director, all of whom have appropriate qualifications.

T10 Teachers are extremely well supported and given effective guidance throughout their time with MC, including before their arrival when they are directed towards online training webinars and other support materials. During the period that the courses are running there is constant support and guidance from the ADoSs, the DoS and the course director, as well as from their teaching colleagues. Formal support is provided through guided lesson planning and help with ideas and materials. Two teachers have been sponsored to participate in a Young Learners webinar, and another in a programme for teaching students with special needs. Teachers in the focus group were very appreciative of the support and development opportunities provided by their managers.

T11 All teachers are formally observed at least once by the DoS. Priority is given to teachers who are less experienced or who have had negative feedback. The observation report is extremely thorough and covers the key competencies and skills required of the teachers. Areas to work on are clearly identified. A programme of peer observations and short drop in observations was scheduled for the week after the inspection (the second week of the course). Returning teachers confirmed that this had taken place in previous years.

Course design and implementation

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

Comments

T12 The syllabus is based on a structured programme of five lesson types designated 'CLEAR': communication lessons; language lessons; excursions, activities, and review lessons. Published coursebooks are used for some of the components. All of these lessons take place in the classroom and are designed to activate the productive language of the students and relate directly to the activities and excursions that take place outside classroom time. The principles behind this syllabus are presented clearly and graphically in the various handbooks and posters.

T13 Courses are regularly reviewed. The current syllabus is the result of a major review that took place in 2013 and which was implemented from 2014. The syllabus has been reviewed and amended since then to meet the needs and expectations of students and teachers. New coursebooks are substituted if suitable. A formal review takes place at the end of the summer and again in the period before the next season starts.

T14 General course outlines are given in writing and are available on notices in the classrooms. The student handbook gives a clear description of the course aims and the 'CLEAR' model, but it does not describe the intended outcomes in sufficient detail. An agenda for the day was seen in several classrooms, but there was little evidence of the intended outcomes for specific lessons being identified for students in the observed classes.

T15 This criterion is met in that there is some general advice on how students can practise and improve their English given in the student handbook, and the end-of-course report includes tips for further study. However, there is no systematic attention paid to promoting study and learning strategies to support independent learning during and after their course.

T16 A significant proportion of the classroom teaching is devoted to the activities and excursions which are part of the programme. Discussing, previewing and reviewing these events and using them as vehicles for language learning helps the students to benefit linguistically from their stay in the UK.

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 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

T17 Student placement is based on a multiple-choice test and an oral test with guided questions. Adjustments can be made if students have been incorrectly placed.

T18 Students have weekly review tests. Test scores and a description of progress is given on the end-of-course report, although it is not clear from the way the test results are presented whether progress has been made.

T21 All students receive an end-of-course certificate and a written report. Both documents are presented together with a folder of their work in a final leaving ceremony.

Classroom observation record

Number of teachers seen	25
Number of observations	25
Parts of programme(s) observed	All

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 Sound knowledge of linguistic systems was demonstrated in some segments. However, very little attention was paid to the clear modelling of new language or pronunciation in general.

T24 Plans for all lessons were very good and showed an awareness of lesson aims and stages. Detailed and accurate profiles of all the students were supplied and demonstrated a good understanding of the social behaviour and general needs of each student. The topics chosen were all relevant to the student profile and in many cases linked directly to the activities and excursions.

T25 Lesson plans showed a coherent sequence of activities and an awareness of learning objectives. However, the target language and the specific learning outcomes were not always demonstrated to students. The activities in the lessons flowed logically.

T26 A range of techniques was observed including elicitation, prompting, the use of games and activities involving the students moving around and writing on the board. Tasks for listening and reading activities were not always set. There was a general lack of activities which would have helped the students use and retain the language items being taught, for example through controlled practice.

T27 In general there was a good use of the classroom environment and resources. Visual aids, including realia, were used effectively together with songs, music and video. Digital materials were used competently. Pens, paper and other stationery items were readily available in the classrooms for students to use in some of the activities. Interaction patterns were varied appropriately, although on some occasions group work was used where pairwork might have been more effective, and vice versa. Boardwork was sometimes unclear and overused resulting in some students becoming unengaged.

T28 There were some examples of correction techniques, including prompted self-correction, but in most segments there was not enough correction and students were allowed to continue with the use of incorrect forms, even when the language errors were the focus of the lesson. There was good praise of students and a system of rewards in the form of stickers and other treats.

T29 Occasionally reference was made to work that had been done previously and new words were sometimes written on the board, but there was very little systematic demonstration to the students that learning was taking place.

T30 There was good rapport in most lessons, and the use of first language and misbehaviour was generally sensitively controlled. Language was graded appropriately. Nomination was used effectively and instructions were generally clear. In several of the segments there was a lack of engagement from a number of the students often during pairwork and groupwork stages when the teacher was unaware of all the students or because they had finished an activity early. The pace of some of the lessons was slow.

Classroom observation summary

Overall the teaching observed met the requirements of the Scheme and ranged from excellent to unsatisfactory. The majority was either good or satisfactory. Lessons were well planned and flowed coherently but language was often not clearly modelled and there were few activities to help the students use and retain the language items being taught. Techniques used were effective, but correction was not evident in many of the segments. Activities to evaluate whether learning had taken place were not evident. In the majority of the lessons there was a positive atmosphere.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The teachers have appropriate qualifications or acceptable rationales for their employment. The academic management team support the teachers and enable them to deliver lessons that meet the needs of the students. The programme of learning is well designed and managed effectively. The teaching observed met the requirements of the Scheme. *Academic management* and *Course design* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
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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 type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 The school provides a very safe environment for its students. During its occupancy, MC has sole use of the premises and facilities, with the exception of the swimming pool. MC staff patrol the site during break and lunch times and throughout the afternoon and evening activities. At night, an independently contracted security guard patrols the whole premises and helps ensure all students and staff adhere to curfew times. There is CCTV on site, all staff and visitors are identified by different coloured lanyards or T-shirts and entry to the boarding houses is by keypad for students and swipe card for staff. Swipe card entry is monitored centrally. Fire drills are conducted with every new group and evacuation procedures are practised as part of the induction procedure.

W2 Pastoral care at the school is very good, with all students assigned either a group leader or a member of MC staff to act as a mentor. There is a prayer room as well as a quiet study room available for students.

W3 The school welfare manager is a qualified counsellor. She deals with both students and staff and is also the principal point of contact for all group leaders. She is identified in student handbooks and at the welcome assembly.

W4 There is a clear policy for dealing with abusive behaviour, which is outlined in staff and student handbooks and covered in the three-day staff induction. Posters are displayed in the residences. Subtler forms of bullying, such as exclusion, are not covered.

W6 Most students choose to take advantage of the 'meet and greet' service arranged by the school. Costs are displayed clearly in all publicity. The school is also able to respond to individual or group requests and provide additional services where required; one group present during the inspection had been picked up at their overseas location and accompanied to the school.

W8 Two members of staff, who have medical training, are assigned first aid duties and are on a rota to cover the full day. There are an additional ten staff members with first aid training. The school also has contacts with the local GP surgery and takes students there or to the local hospital as necessary.

Accommodation profile

Comments on the accommodation seen by the inspectors

Five of the seven boarding houses being used at the time of the inspection were visited. All are on site and within a five-minute walk of the main teaching block. Boys and girls are separated into different houses, with staff members and group leaders distributed among them, and clearly identified by signs on their doors. Accommodation is in single, double or dormitory rooms of four to six beds and there are shared washing facilities on each floor. Each boarding house has a common room for students with TV and games table as well as a separate common room for staff, and there is a lounge with kitchen facilities for group leaders. Laundry facilities for staff are available in both male and female residences.

Accommodation: all types

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

Comments

W9 All rooms provide students with adequate storage and working space. Some rooms use platform-style beds with study and storage space beneath. All rooms are of an adequate size for the number of students they accommodate.

W11 Accommodation is inspected within the first two weeks of the course, and weekly thereafter. Observations are documented and passed on to the relevant parties.

W12 House managers have registers of staff and students in their houses and the welfare and house co-ordinator has a central register listing all staff and students in all houses. These are clear and easily accessed.

W14 Initial feedback is collected by house managers on the students' second day. This is collected and collated by the welfare and house co-ordinator and action is taken promptly. Group leaders also collect and pass on informal feedback.

W15 The meals provided are of a very high standard; a wide range of freshly prepared options is presented with fruit, salad and vegetables offered at both lunch and dinner and fruit at breakfast. Special diets can be catered for. Packed lunches are provided for excursions and these too were varied and well balanced.

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

Comments

W22 Communal areas are cleaned on a daily basis, individual rooms two or three times a week.

W23 The two resident first aiders with medical training live on site. In addition, there are ten other resident members of staff with first aid training.

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

W26 Students are given information and access to social and cultural events through their English lessons and their excursions and through the social programme, where they can sample typical British events such as cream teas and cricket.

W27 The extensive activity programme is an integral part of the MC course. Students are offered a choice of eight or nine activities three times a day, all of which take place on site. Students can choose between sporting and creative sessions, with differentiation for older and younger students. Excursions take place twice a week.

W28 The activity programme is very well organised, with two activity leader managers monitoring and supervising the activities on a constant basis. There are detailed risk assessments for each event which activity leaders read, sign and amend as necessary. There is a daily meeting to go over specific issues relevant to that particular day or intake (for example, jet lag, heat) but there is no written record of these meetings. During the inspection documentation was produced to address this issue.

W29 Qualified sports teachers are used to run certain sporting events; a trained lifeguard is on duty for the swimming pool sessions, kayaking is run by an external company with specialist knowledge and training and many of the football sessions are supervised by trained sports teachers.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. MC provides a very safe environment for its students and staff, leisure activities are varied and well organised and the accommodation and the accommodation systems work to the benefit of students. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Care of under 18s

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

Comments

MC caters for students aged 8–17, with the majority being between 13 and 16. At the time of the inspection there were two seven year-olds enrolled. MC occasionally provides one-to-one tuition for parents and younger siblings of students on its courses, but none was taking place during the time of the inspection. Parents and/or younger or older siblings are accommodated at a local guest house.

C1 The safeguarding policy is extremely thorough. It is presented in the staff handbook and during the induction. All staff have done online safeguarding, child protection and Prevent training. The logistics director has received advanced level training and the welfare manager specialist training. There are two designated safeguarding leads in addition to the designated safeguarding person.

C2 The logistics and welfare managers give safeguarding training to all staff as part of the staff's three-day induction. The presentation includes pair and group work exercises to engage staff in what safeguarding and child protection mean in practice.

C3 Both print and website publicity make it clear that the students are very well supervised. Details are given about the number of registrations a day, the way excursions are led and the level of support on activities.

C5 There is a very high ratio of staff to students; at the time of the inspection this was 1:5, excluding group leaders. However, group leaders are also given clear responsibilities for their students, outlined through a handbook and in pre-arrival briefings. They have meetings with the welfare manager three times a week, where potential issues are discussed and dealt with.

C6 Monitoring of students between lessons and scheduled activities is very good. Registration is taken seven times

a day and the grounds are patrolled at all key changeover points by members of staff with maps detailing the areas to check and times to note when the area was patrolled. All staff and students are aware of rules regarding curfew and free time.

C7 Students are allocated accommodation according to preference and availability, with boys and girls in separate houses and members of staff roomed at strategic points. Each staff member is identified via a noticeboard in the boarding house common room and their rooms are labelled. A staff member is on duty each night and identified on the common room whiteboards.

Care of under 18s summary

The provision meets the section standard and exceeds it in all respects. There is excellent provision for the safeguarding of students within the organisation, on leisure activities and within the accommodation. Safeguarding is taken very seriously and staff are trained to a high standard relevant to their roles. Detailed procedures for monitoring and supervising students ensure accountability at all times. *Care of under 18s* is an area of strength.
