

Organisation name	Mill Hill Summer School
Inspection date	22–23 August 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend accreditation with a spot check in the first 12 months.

Summary statement

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

This private boarding school offers residential courses in general English for under 18s.

Strengths were noted in the areas of quality assurance, premises and facilities, academic management, learner management, accommodation 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	N/a
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	Mill Hill School
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1807
Ownership	Name of company: Mill Hill School Foundation Company number: 3404450
Other accreditation/inspection	ISI (The Mount, Mill Hill International)

Premises profile

Address of main site	The Mount, Mill Hill International School, Milesplit Hill, Mill Hill, London NW7 2RX
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The Mount, Mill Hill International School, where the Mill Hill Summer School takes place, is a former girls school taken over and renovated by the Mill Hill School Foundation in 2014–15. The foundation also has three other schools, boarding houses and associated buildings on a 120 acre parkland campus in north-west London. Meals are taken in the main Mill Hill School building and the students are housed in one of the boarding houses on the campus.

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	7	12
Full-time ELT (15+ hours per week) aged under 16	24	36
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	31	48
Junior programmes: advertised minimum age	12	12
Junior programmes: actual minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: actual maximum age	17	17
Junior programmes: predominant nationalities	Chinese, Portuguese, Saudi Arabian	Chinese, Italian, Russian

Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: actual minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a
Number on PBS Tier 4 General student visas	N/a	N/a
Number on PBS Tier 4 child visas	10	8
Number on short-term study visas	17	29

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	4
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT 10–19 hours a week	3	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	5	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or 3 years relevant experience	0
Total	1
Comments	

The academic manager does not normally teach.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	3
Comments	

None.

Course profile

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

There are junior courses for 12–14 year olds and senior courses for students between 15 and 17. They combine learning English (15 hours) with academic subjects including mathematics and science (7.5 hours) in the *Intensive Academic Programme*. The *English Plus Programme* has 7.5 hours of sport per week instead of the academic subjects. Both programmes include creative activity classes in music, drama, IT, film-making and art.

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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	31
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
Arranged by student/family/guardian		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	N/a
Overall total adults + under 18s	31	

Introduction

The Mount, Mill Hill International School is part of the Mill Hill School Foundation together with Mill Hill School, one of a group of independent coeducational schools at pre-preparatory, preparatory and secondary levels. The international school opened in the premises of a former girls' school in September 2015 with the intention of raising Mill Hill School's international profile and re-energising boarding at Mill Hill.

Mill Hill Summer School first ran in the international school in summer 2016. It is intended for students who will be joining British boarding schools and for those who wish to sample British education in the summer.

The inspection lasted for one and a half days with two inspectors. Meetings were held with the head, The Mount, Mill Hill International, the director of summer school, the deputy head, external relations, Mill Hill School Foundation, the estates bursar and the two activity leaders. Focus groups were held with teachers and with students. All

teachers timetabled during the inspection were observed twice. One inspector visited the residential accommodation.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 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 is clear and simple. The director of summer school (DOSS) is employed year-round to work exclusively on the summer school; during the summer the senior activity leader is able to cover for her as required.

M3 Job descriptions of the summer course staff are generally full and detailed, but the DOSS's job description did not include her role as designated safeguarding lead (DSL) at the beginning of the inspection; it was included before the end.

M4 Channels of communication are clear and effective; there are daily briefing meetings and in general good informal contact between managers, staff, and students, facilitated by the hands-on approach of the DOSS and her engagement with every aspect of the course.

M5 There are very full and thorough human resource policies in place. There is a detailed checklist for recruitment and considerable attention is paid to the safeguarding aspects of employing new staff.

M7 Thorough induction procedures take place over two days before the start of the course, supported by clear documentation and comprehensive checklists.

M8 There is no formal appraisal system as such but meetings to discuss observation feedback with teachers and exit interviews at the end of the course with teachers and activity leaders are used for reviewing performance. The DOSS is constantly monitoring the performance of all staff informally; this is made possible by the relatively small size of the summer school.

M9 The school has a policy of providing continuing professional development which envisages one development session per week during the eight weeks of the summer school. In practice, somewhat less than half of these sessions have run.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

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

Comments

M10 All staff were seen to be courteous and helpful with students. The DOSS undertakes all the administration associated with the course; she feels this is acceptable given the currently relatively low numbers of students enrolled.

M11 The DOSS sends prospective students more detailed information about the course and its contents.

M13 Emergency contact details are recorded on paper and on a database that can be remotely accessed.

M14 The attendance and punctuality policy is included in the school rules and students are reminded of it at the induction and welcome meeting held at the beginning of their first week.

M15 This is made clear in the school rules and echoed at induction.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M17 Real-time review takes place during the course. After it has finished an end-of-course report is written by the DOSS, staff and student feedback is collated and there is a wash-up meeting of the DOSS and senior staff from both The Mount Mill Hill International and Mill Hill Foundation to discuss changes to the programme.

M18 Student feedback is collected in the first week of the course and at its end. There is also a student council, three student representatives who meet with the DOSS; the outcomes of the meeting are minuted.

M19 Staff feedback is similarly collected early and at the end of the course, and through an exit interview.

M20 Details of the complaints procedure are in the student handbook; students are reminded of them on arrival.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

The main medium of publicity is the website. A full colour brochure is also produced.

M21 The language used in the publicity is generally clear and accessible. It has been well proof-read.

M22 In general the publicity presents a clear and fair impression of the facilities and resources available, but the statement that 'Classes are divided between Juniors aged 12 to 14 and Seniors aged 15 to 17...' was not accurate in all cases during the inspection.

M23 Objectives for the courses at different levels are not given and there is no outline description of the courses.

M28 The publicity states that staff are 'suitably qualified'; this is the case.

Management summary

The provision meets the section standard and exceeds it in some respects. Staff are well managed; student administration is effective; and publicity is satisfactory for the most part. *Quality assurance* is an area 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The grounds are extensive and there is a general feeling of spaciousness about the site. A wide range of appropriately sized rooms is available for student use.

R2 Premises are in a very good state of repair and are kept well cleaned. When the premises ceased to be a girls' school in 2014, they were extensively renovated before the new international school opened in 2015.

R3 Classrooms are of a good size and very well-equipped. They are quiet, well lit and ventilated and flexibly furnished.

R4 There is a large dining room in the main Mill Hill School, where all meals are taken. Students gave good feedback on the quality and variety of the food. There are a number of rooms available to students for relaxation; they commented particularly favourably on the common rooms in their accommodation.

R5 A whole school assembly takes place at the beginning of each day. This is the main medium for conveying information about the daily programme.

R6 Teachers have a combined kitchen and staffroom near their classrooms, used mainly in breaks, and a learning resources room on the floor below.

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 type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 There is no core coursebook but the resources centre contains a number of appropriate coursebooks for teachers to select from, many of them containing explicitly photocopiable materials. Recent, relevant material is made available to the teachers.

R9 Mill Hill Foundation has a central IT department which is quick to respond to any need for technical support.

R12 Teaching and learning resources are mainly reviewed on the basis of feedback from teachers. They can, and do, ask for new materials during the course and reported that these are promptly made available.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises are clean, spacious and set in extensive grounds. Student facilities for eating and relaxation are of a good standard. Staff have good facilities for preparation and relaxation. Learning and teaching resources are sufficient and appropriate, and classrooms are well equipped. There is evidence of review of resources. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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					
None.					

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments					
T6 Teachers are allocated to courses on the basis of their preferences, what they are most comfortable with, and of the need for change.					
T7 All students have three hours of English five days a week with the other subjects taught later in the day.					
T8 There is ample cover available for absent teachers. Both the DOSS and the head of the Mount Mill Hill International, who is TEFLQ, are available and the school's year-round EFL teachers could also be called upon.					
T9 New classes are formed four times during the summer. When this happens, existing students are taught in amalgamated classes while the incoming students are being tested; then new classes are formed.					
T10 Teachers are supported through the daily meetings, the provision of new resources and help with project work if this is needed. They reported that the level of support they received was excellent.					
T11 Teachers are observed at the start of every new class when the DOSS visits the class to take photos of the new students for their ID cards and stays to check that all is going well. This is followed by a formal observation later in the course which is prepared for and followed up. The DOSS also observes the maths/science and creative arts teachers and the activity leaders.					

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
Comments					

T12 The course is based on a communicative methodology, seeking to supplement and activate students' existing knowledge often acquired in a more traditional and teacher-centred language learning environment. There are elements of providing English skills for content and language integrated learning (CLIL) as many of the students will be moving on to a British school. The course design is rather unstructured with teachers, some of whom are not very experienced, required to choose topics and materials and develop their own schemes of work, but the teachers

were very appreciative of this freedom and felt that the DOSS monitored and supported them in their choices.

T13 The advantage of the non-prescriptive approach to course design is that it makes it possible for the course to be quickly adapted to the needs of incoming students in a way that would not be possible with a more rigid scheme.

T14 Course outlines and outcomes are available to students through the schemes of work.

T15 Autonomous learning is supported through the building up of a portfolio in a 'cuttings book'. This includes keeping records of new vocabulary, though this is not always done systematically. The English for CLIL elements of the course will enable students to continue learning after the end of the course if they remain in the UK.

T16 Some visits are made in the local community for survey work with members of the general public and there are preparatory lessons before excursions and follow-up classes after them.

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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 Students are given a placement test that assesses their writing, speaking and knowledge of grammar the day after their arrival.

T18 Students build a portfolio of work over their stay and on the basis of it establish 'can-do' statements with their teacher in an exit interview.

T21 Students are given a certificate of attendance at the end of their stay and a report with their exit Common European Framework of Reference (CEFR) level, teacher comments on each of their areas of study and a comment from an activity leader on their participation in leisure activities.

T22 The summer school takes place within a mainstream education institution and advice about continuing within it or within other UK mainstream institutions is immediately available.

Classroom observation record

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	All English language classes

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 The teachers provided generally accurate models of spoken and written English but there was little modelling of

target language or of pronunciation.

T24 Lesson plans contained class profiles and identified learning needs to some extent. Timing was realistic in relation to the level of the students.

T25 In some segments, learning outcomes were clear and written on the board. In others they were expressed as teacher aims or were not there.

T26 In most segments there was a good range of relevant techniques including effective elicitation, nomination and questioning. Vocabulary teaching was often less successful with too many 'what does x mean?', too little contextualisation and infrequent concept checking.

T27 The technological systems in the well-equipped classrooms were quite well used as were other devices such as picture cards. Instructions were less well handled; they were often rushed and comprehension of them went unchecked, meaning that they had to be revisited.

T28 There was feedback to students in some cases. Errors were not corrected very often but in some segments there was an indication that notes taken by teachers during fluency activities would be used for deferred correction.

T29 A number of short assessment activities were seen. Student presentations also gave an indication of the extent to which learning was taking place.

T30 At times there was no real grading of language by teachers for the benefit of their students; nonetheless in all cases there was a positive learning atmosphere especially when students were encouraged to be active. Students clearly liked their teachers and their lessons, speaking articulately and favourably of both.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory in approximately equal measure. Knowledge of the linguistic systems of English was generally sound and most teachers were able to adapt their language to the students' level. Techniques were generally appropriate but teaching vocabulary was sometimes weak and there was insufficient correction at times. Classes were engaged and there was a positive learning atmosphere.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers are suitably qualified, well supported and were satisfied with the non-prescriptive nature of the course. *Academic management* and *Learner management* are areas of strength. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 Risk assessments for the premises and fire are carried out by a specialist external company and all the required measures for fire safety are in place. Fire drills for the residence and the school building are carried out for every new intake of students. Staff and students are given health and safety guidelines during their inductions. CCTV is used appropriately on the school premises. There are three trained first aiders who are available during the day and one, who is on duty at night, in the residence. Visitors have to sign in and wear a lanyard.

W2 Appropriate pastoral care is a priority for all staff in the school and this is made clear to students at induction.

There is additional information in the welcome pack. Any special needs arising from religious observance are met.

W3 The DOSS and the activity leader with extra pastoral responsibility help students with personal problems. They both live in the residence and students can approach them during the evening house meetings. A morning assembly is held every day in the school and students who have problems can speak to the DOSS at the end of the meeting.

W4 The safeguarding policy includes comprehensive sections on bullying and harassment and on the Prevent

strategy. Students are made aware of the policies in a simplified way before they arrive and throughout their stay. In their pre-arrival welcome letter students are introduced to the concept of respect and tolerance and a presentation reinforces this at the welcome/induction meeting when students first arrive. The welcome pack includes information sheets with course rules and the expected behaviour in class. Teachers cover this again during the first lesson. A poster with visual information about the policy for dealing with abusive behaviour is displayed in the residence. However, a few words in the welcome pack and on the poster cannot be easily understood by students with a lower level of English.

W6 The school provides all students with transfers on arrival and departure. A flexible and reliable private hire company is used and students are accompanied throughout the transfer process.

W8 All students are expected to have medical insurance or a European Health Insurance Card as appropriate. Full details of any pre-existing medical problems are collected at enrolment and student medication is held in the school and the residence, and administered by the DOSS, who is a trained first aider. There is a medical room on the premises and the school has links with a local GP and dentist.

Accommodation profile

Comments on the accommodation seen by the inspectors

One inspector visited the residence housing all the students. There are single, double and triple rooms with shared areas for toilets and showers. Boys and girls sleep on separate floors with seven residential staff over the two floors. There is a common room, a TV room and a kitchen.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 All the facilities required are in place and there is a very comfortable, cosy living environment where students feel at home. Students in the focus group meeting expressed their satisfaction with the residence very positively and enthusiastically.

W10 The residence is checked before students are placed. Thorough risk assessments for the residence are carried out annually by external companies. One risk assessment is for general safety and security and the other is a specific fire risk assessment.

W14 On arrival in the residence, students are given the opportunity to give feedback to any of the residential staff and throughout their stay they can discuss problems during the evening house meeting or after the morning assembly held every day in the school. Feedback forms include a section on accommodation. Any accommodation problems are noted and action taken is recorded.

W15 The meals provided offer variety and take into account any dietary requirements expressed by parents or students. Students reported that they were very happy with the meals.

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 The school year-round cleaning team provides an excellent service. Bedrooms, common areas and shared toilet and shower facilities are cleaned daily.

W23 The director of the summer school is first aid trained and on duty at all times when students are present. She is covered by a suitably trained activity leader when she is off-site. There is a first aid box in the residence. Students' medication is kept in the residence and administered when necessary. A spare bedroom can serve as a medical room in the case of an overnight emergency. There are established links with a local GP and a dentist.

Accommodation: other

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

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 informed of the leisure activities for each day during house meetings and the daily morning assemblies. There are also information boards in the residence and the gym.

W27 The leisure programme is the responsibility of two activity leaders who work closely together to provide a variety of age-appropriate activities. They respond positively to any student requests. Some students have enrolled for a course which includes sports as part of the package; this takes place in the afternoons for three hours. Other students are pursuing more academic subjects at this time. All students participate in evening activities six days a week for two and a half hours before they go to the residence. The facilities include sports fields, tennis courts, a gym, a sports hall and a heated indoor swimming pool. Each week there are two full-day excursions. The programme is well organised and resourced and there are good facilities and appropriate arrangements for bad weather alternatives.

W28 A detailed safety and security excursion checklist is available for staff. Students are given an information sheet including the emergency contact number, the school office number, a map, the itinerary with times and advice in case they get lost. Written risk assessments are in place. Those for activities and sports are venue and activity specific. Although the risk assessments for excursions are very detailed and give general guidelines for responding to problems, they are generic rather than venue specific.

W29 One of the activity leaders is a qualified physical education teacher. He supervises sports activities and coaches students on request.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure opportunities are met; the residential accommodation provided is of a very good standard and systems are effectively managed. Student feedback on accommodation is obtained when

students arrive and throughout the course. *Accommodation* is an area 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

The 31 students are all under 18. There are 24 junior students aged between 12 and 14 and seven senior students who are 15–17 years-old.

C1 A safeguarding policy is in place and is available on the school's website. The DOSS is the designated safeguarding lead (DSL). Information about her role is displayed in the residence.

C2 The policy is a specific part of the induction for new staff. The DSL has had specialist training and all other staff have had in-house basic awareness training. Teachers and activity leaders are given safeguarding guidelines and a code of conduct.

C3 In all sections of the publicity there are descriptions of the level of care and support given to students.

C5 As the summer school programme is fully residential, it is very difficult for students to be absent from any part of the programme. With a relatively small number of students it is easy to quickly determine if anyone is missing.

Students are not allowed to leave the school, or be absent from lessons, activities, trips or meals, without permission from the DOSS or a member of staff deputising for her. Teachers and activity leaders take the registers before each scheduled event and if anyone is absent, they let the DOSS know by either sending a student to the course office to report it, or by sending a message to the summer school online group, with the name of the missing student. A member of staff then looks for the student in the residence and escorts them back to the school. An adult accompanies 12–14 year-olds at all times on trips. After evening activities students go directly to the residence for their house meeting at 22.00.

C6 There is almost no time when students are unsupervised. A short period of free time is allowed for 15–17 year-olds on excursions; they must be in groups of three. By agreeing to the terms and conditions and the course rules, parents are giving consent for their 15 to 17 year old children to be unsupervised for a short time on excursions provided that they are in groups of three.

C7 The ratio of supervising adults in the residence is very high; the 31 students are supervised by seven staff. One member of staff is on duty throughout the night to deal with any emergencies. All meals and packed lunches are provided and medical arrangements are in place (see W23).

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. Safer recruitment standards are fully complied with. There is excellent provision for the safeguarding of students within the school and the residence, and during the leisure programme. There are sufficient adults to provide a very good level of supervision at all times.

Care of under 18s is an area of strength.