

Organisation name	Padworth College, Reading
Inspection date	10 - 11 June 2014

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 with a supplementary inspection in July or August 2015 to assess the English language summer school.

Publishable statement

The British Council inspected and accredited Padworth College in June 2014. 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/accreditation for details).

This private boarding school offers residential courses in general English and other academic subjects for under-18s and vacation courses for under-18s.

Strengths were noted in the areas of care of students and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	1983
Last full inspection	2010
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 schools / centres /affiliates	N/a
Other related non-accredited activities (in brief) at this centre	GCSE and A-level courses, university foundation programme in business studies

Private Sector

Date of foundation	1963
Ownership	Padworth College Trust
Other accreditation/inspection	ISI

Premises profile

Address of main site	Padworth College, Padworth, Reading, Berkshire RG7 4NR
Details of any additional sites in use at the time of the inspection (location/normal use of site/when used/number of rooms used)	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Inspectors' note of sites inspected	<p>The school is located in a rural setting on a twelve acre site and comprises a Georgian house (the main building) and additional buildings, some converted and some new build, which adjoin the main building. The main building houses the administration, the library, the dining rooms and several classrooms. The principal and deputy principal both have flats in the building. All International Study Centre (ISC) teaching is in this building.</p> <p>The other buildings house some teaching accommodation, an IT room and all the student residential accommodation, which comprises four blocks, two for girls and two for boys.</p> <p>Leisure facilities include tennis courts, a heated open-air swimming pool, a fitness centre and a games room. A large grassed area is available for other sports and outdoor activities.</p>

Student profile

	At inspection	In peak week (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	65%	80% in July (Summer School)
ELT/ESOL Students (eligible courses)	At inspection	In peak week
Total ELT/ESOL student numbers (FT + PT)	64	80
Full-time ELT (15+ hours per week) 18 years and over	4	0
Full-time ELT (15+ hours per week) aged 16-17 years	10	11
Full-time ELT (15+ hours per week) aged under 16	9	69
Part-time ELT aged 18 years and over	4	0
Part-time ELT aged 16-17 years	35	0
Part-time ELT aged under 16 years	2	0
Minimum age (including closed group or vacation)	14	9 - Summer School
Typical age range	14-17	9-16
Typical length of stay	3 terms Sept-June	2-3 weeks
Predominant nationalities	Chinese	Russian
Number on PBS Tier 4 General student visas	2	0

Number on PBS Tier 4 child visas	60	0
Number on student visitor visas	0	0
Number on child visitor visas	0	54

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	6
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10-19 hours/week	2	
Number teaching ELT 20 hours and over/week	2	
Total number of administrative/ancillary staff	20	

Academic staff qualifications to teach ELT/TESOL

Profile at inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	2
Certificate-level ELT/TESOL qualification (TEFLI)	2
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	
Total	4

These figures include the academic manager(s)

Comments

Student profile: The age range is 13-18, but a small number of students pass their 18th birthday before completing their course of study at the school.

Staff qualifications: Two members of the ISC staff also have qualified teacher status.

Course profile

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

Comments

The EFL provision is as follows: Full-time courses for students aiming to increase their level of English prior to joining academic programmes (GCSE, A-level)

In-course provision for students taking academic programmes (GCSE, A-level and university foundation course)

IELTS preparation for A-level and university foundation course students.

Additionally, a seven-week English language summer school is run in July and August.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay		
Private home		
Home tuition		
Residential	4	60
Hotel/guesthouse		
Independent self-catering e.g. flats, bedsits, student houses		
Arranged by student/family/guardian		
Staying with own family		
Staying in privately rented rooms/flats		

Introduction

Padworth College is an independent boarding school first established in 1963 as a sixth-form college for girls. Boys were first admitted in 2005 and the school now offers a curriculum leading to GCSE and A-level examinations in a number of subjects, including mathematics, science, social sciences, English and art & design. It also offers a one-year business foundation course leading directly to university entry.

Students completing a two-year A-level course or the one-year foundation course aim to continue to university study in the UK. The college has a very high success rate in taking its students through to university entry. In 2013 it was 100 percent.

The student body comprises British and international students, 90 percent of whom are boarders. British students make up approximately 15-18 percent of the total. The international student body therefore forms a very significant proportion of the overall student population.

The English language (EFL) provision is taught in a department of the school entitled the International Study Centre (ISC) and consists of full-time courses for students with a lower level of English, prior to embarking on GCSE or A-level courses, and support classes for students who have already begun their academic studies.

Since the last inspection a new principal and a new deputy principal have been appointed. The principal joined the school in August 2013 and the deputy principal in November 2013. The director of the ISC has been in post for over 30 years and is a member of the senior leadership team of the school.

In addition to the EFL provision during the school year, the school runs an English language summer school for seven weeks in July and August which attracts up to 80 students at its peak. The summer school director sadly died in 2013 and as a consequence the summer school is at a transitional stage with interim arrangements in place for 2014, pending a planned reorganisation of the whole English language provision with the aim of integrating the year-round courses and the summer school within a single management structure. Currently they are managed separately.

For 2014 the management of the summer school will be provided jointly by a TEFLQ academic manager with previous experience of the summer school and, for non-academic matters, by the school's senior house master. Due to the timing of the inspection when the summer school was not running, it was not possible for the inspectors to meet the academic manager of the 2014 summer school, to observe any of the teaching or leisure activities or to meet the teaching staff and students. Consequently it has not been possible to report fully on the summer school. In view of this and also in the light of present and planned changes in its management structure, the inspectors feel that a supplementary inspection of the summer school in 2015 is desirable. The summer school was last inspected in 2006.

The inspection took place over 1¾ days during which the inspectors met:

- the principal
- the deputy principal
- the International Study Centre director
- the senior house master
- the bursar

the librarian
housemasters
administrative staff
the school nurse

The inspectors also met a group of students and all of the EFL teaching staff. One inspector visited student residential accommodation, accompanied by the acting senior housemistress.

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 type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	

Comments

M4 Weekly department meetings are held and these are minuted. Whole-school staff meetings chaired by the principal are held three times weekly, comprising two short briefing meetings and one which is longer in duration. Substantive whole-school full-day staff meetings are held four times a year. These also have a professional development component.

M6 The school assiduously checks staff qualifications and signed copies of all relevant certificates are held on file.

M7 New staff are inducted by the director of the ISC in a relatively informal manner, which is entirely appropriate to the scale and nature of the operation. Two recently-appointed staff members reported positively on their induction.

M8 An annual appraisal scheme is in place for all staff. In the ISC, appraisal is linked to the observation of teaching by the academic manager.

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 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 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M11 Students and their parents/guardians are advised on course choice by agents, where applicable, and through direct contact with the school, usually by email communication. In some cases families visit in advance and are

welcomed to a guided tour and discussion of course choices. After arrival, class tutors provide support and advice. M13 Student records are full and complete. Contact details of next of kin are readily accessible. The records are held both electronically and in paper format.

M15 Information about sanctions for unacceptable behaviour is contained in the student handbook.

Quality assurance

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

Comments

M18 Written feedback is obtained at an early stage and at the end of the year. Information obtained is summarised and analysed, making it readily accessible to staff. Feedback is also obtained informally during student tutorials.
M20 A complaints procedure is clearly set out in the student handbook.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M23 Course description	<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 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity takes the form of a website and two printed prospectuses with inserts, one for the academic year and one for the English language summer school. The printed material, with the exception of the inserts, has not been updated for some years.

M23 Course descriptions are very brief and only provide very limited information on the content of the courses offered. This is particularly the case for the printed material for the academic year courses. Levels are explained in the webpages but not in the printed prospectus.

M24 Publicity material does not provide information for all courses about the number of taught hours per week, the times of classes or the maximum class size.

M25 The cost of coursebooks, excursions, etc. and examination fees is set out clearly in an insert to the printed prospectus, but this information was not available on the website. However, the information was added to the website during the inspection.

M26 Detailed information on accommodation is included in the website but very limited information is available in the printed prospectus.

M27 Detailed information on leisure activities is included in the website but very limited information is available in the printed prospectus.

Management summary

The provision meets the section standard. Management is efficient and operates to the benefit of students. Staff management and student administration are effective and adequate quality assurance procedures are in place. Some aspects of publicity require attention.

Resources and environment

Premises and facilities

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

Comments

R1 The premises are comfortable and of good proportions and offer students and staff a congenial and agreeable environment.

R2 The condition of the premises is satisfactory overall and of a very good standard in the case of the modern new-build accommodation that has been added in recent years.

R3 The ISC has the use of three to four dedicated classrooms, according to demand based on student numbers. Each teacher has their own classroom with exclusive use, providing the opportunity to establish a secure base for their teaching and for their students' learning. The classrooms are of a good size to allow free movement, are appropriately furnished and equipped and can be used by teachers as a base for preparation when not teaching.

R4 Students have the use of a sizeable common room which is well furnished for their use. Pool tables and table football are available to use during breaks. A full catering service is provided and staff and students eat together in two well furnished dining rooms. The quality and variety of the food is good and healthy choices are available.

R5 Noticeboards are strategically located and effective use is made of them.

R6 A well appointed teachers' workroom is centrally located in the main building.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

R8 Teachers have the use of photocopiers and computers in the teachers' workroom and elsewhere in the school. In addition each teacher is issued with a laptop computer. A good range of teaching material is available.

R9 An interactive whiteboard and a data projector are available for use in designated rooms. The school has an IT centre equipped with 15 PCs which are maintained by a contracted technician on a regular basis. Students commented that the quality of the Wi-Fi was variable across the premises and was slow in some areas, particularly in some boarding houses.

R10 The school has a pleasant and spacious library which provides a congenial space for individual study. It is stocked with a range of fiction, graphic novels, curriculum-related titles, reference material and magazines. Online resources are also available as are a number of university prospectuses. A book group is in operation.

A small collection of graded readers is held in the ISC director's classroom. It is a useful resource but would benefit from better organisation and display.

R11 The library is staffed by a part-time librarian who is available daily to induct students to the library and provide ongoing support.

Resources and environment summary

The provision meets the section standard. The premises provide students with a congenial environment for effective study and comfortable living. The facilities for staff are of a good standard. Learning resources are appropriate to student needs.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T4 The academic manager is TEFL qualified at diploma level (TEFLQ), has qualified teacher status and has a wealth of experience in the school both as a teacher and a leader. She is one of the senior members of the school's staff and forms part of the senior leadership team.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T10 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 The ISC director is responsible for timetabling all ISC classes and for the deployment of staff. Deployment is based on staff members' experience and expertise and also aims to broaden teachers' experience by allocating to them as far as is appropriate a variety of different courses.

T7 The deputy head is responsible for timetabling across the school and within this overall framework the ISC director timetables English courses. The system works well.

T10 The school has a programme of CPD activities which is largely of a generic nature. Some EFL professional development work has taken place but is relatively limited in scope. Staff felt well supported by the academic manager. The school encourages staff to upgrade qualifications where appropriate, and has committed to support a member of the ISC team to take a DELTA course.

T11 ISC staff are observed teaching annually and written records are kept. The observations are linked to the school's staff appraisal scheme. Teachers reported that they had found the feedback from the observations to be helpful.

Course design and implementation

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

Comments

T12 Course structure and underlying principles are set out clearly in a teachers' handbook.

T13 Course design is reviewed on a continuing basis, drawing on teacher feedback and discussion within what is a small closely-knit team.

T16 ISC courses include a component on British culture, the content of which is linked to a programme of outside visits and activities.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

T18 All students have a personal tutor and meetings are held regularly. In addition students' progress is checked specifically twice a term.

T19 Examinations and examination preparation form an integral part of all ISC courses. Students take a variety of examinations, including Cambridge ESOL main suite and the IELTS test.

T22 A dedicated member of staff, known as the UCAS co-ordinator, provides advice and support to all students who intend to continue to university-level study. Help is given to students when they come to complete their UCAS forms. To assist students in their choice of university, visits are arranged to universities and representatives from universities are invited to the school. The success rate in achieving university entrance is very high (100 percent in 2013).

Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	All ISC courses

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<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 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers demonstrated their knowledge of the linguistic systems of English and their ability to select appropriate models to facilitate learning. Among other areas, the inspectors saw lesson sections focusing on stylistic awareness, spelling, pronunciation and vocabulary extension.

T24 Teachers knew their students well, were aware of individual needs and were able to differentiate when necessary. Their language was well adapted to the levels of their classes and was delivered in a natural manner. It was clear that teachers were able to respond appropriately to students' varied learning styles.

T25 Objectives were clearly set out in lesson plans and realised through carefully structured lesson content, which also related well to overall schemes of work. Materials were well chosen to contribute to achieving the objectives set. Anticipated problems were expressed in rather general terms.

T26 Schemes of work were in place and individual lessons were well structured and staged, demonstrating clear direction and progression.

T27 In some of the lessons observed effective use was made of the interactive whiteboard and of the data projector, mainly to provide visual contextualisation of the topics being covered. Boardwork was variable and on two occasions was a little disorganised but was otherwise of a good standard.

T28 Teachers used a good variety of appropriate techniques, including task-based activities, which were used to good effect. However, few instances of correction were observed and a number of opportunities for incidental pronunciation correction and practice were missed.

T29 Teachers used questioning and elicitation techniques to good effect and provided ample opportunity for active student participation in lessons. On occasion this could be challenging for the teacher when working with quiet classes of students where the home culture did not favour a high level of overt participation. Nevertheless, there was a good level of student engagement with what was being taught.

T30 A positive working atmosphere was maintained in the lesson sections observed. Teachers were aware of different cultural backgrounds among their students and established good rapport. Lessons were inclusive and delivered with sensitivity.

Classroom observation summary

Teachers clearly knew their students well and were sensitive to their individual needs and learning styles. Lesson content was well designed to meet student needs. Effective teaching techniques were used, supported by technology in some instances. The teaching was purposeful and inclusive, providing ample opportunity for student participation. Task-based activities were used to good effect. In some lesson segments observed there was little error correction and some opportunities for incidental pronunciation practice were missed. The teaching observed met the standards of the Scheme.

Teaching and learning summary

The provision meets the section standard. All ISC teaching staff are appropriately qualified and are well supported by the academic manager. Courses are well designed with clear aims and objectives. Students are well supported with regular tutorial contact and progress checking. A high level of assistance is given when students prepare for university entrance. The teaching observed met the standards 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 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"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	

Comments

W1 Good arrangements are in place to ensure the safety and security of students. Regular fire drills take place and information on fire, health and safety appears in the boarders' handbook as well as on noticeboards throughout the main building and accommodation block. A nurse is on site for part of each day, and a significant proportion of staff are first aid trained. There is a staff roster to ensure that grounds are regularly patrolled and there are risk assessments for all areas of the site. House staff ensure that house rules and procedures are adhered to, and appropriate procedures are in place for any permitted absences.

W2 The college places strong emphasis on pastoral care, and all staff are friendly, relaxed and approachable. House staff duties extend beyond the houses to the house office throughout the day, and there is always someone available there.

W3 Staff and students know each other well, and students have a wide choice of people they can confide in or approach for help and advice.

W4 The anti-bullying policy is clear and posted on noticeboards around the college.

W6 The college has its own minibuses for transfers on designated travel days, when the majority of students arrive and depart. Appropriate arrangements are in place with known taxi and coach companies for other transfer needs.

Accommodation profile

Comments on the accommodation seen by the inspectors

All boarders are housed in the accommodation block, which comprises four houses: Fison, Fison Ritz, Granary and Stables. Girls and boys are in separate houses, in adjoining buildings divided by security doors which are alarmed but which open when the fire alarm goes off. Rooms are predominantly single study bedrooms, with shared toilets and shower facilities, although there are some shared rooms (with two single beds) and a few en-suite rooms, often allocated to students with leadership roles. There are common areas and kitchens in each house, as well as laundry facilities. Fison is a new, purpose built house, and the other houses are at various points in an ongoing programme of redecoration and refurbishment. As a result, the standard of accommodation varies somewhat, but all of it is good, and some is excellent.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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	<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 Although rooms are not uniform in terms of space, natural light and layout, all provide a very comfortable environment. Houses are in a good state of cleanliness and repair, and there are very good, appropriately managed bathroom and shower facilities and areas for relaxation, cooking and socialising.

W14 The college-wide early questionnaire includes accommodation. Action taken is now recorded.

W15 Students and staff eat in the dining rooms, where a good range of interesting food is available, including healthy options and accommodation for particular dietary requirements. The food is well received by students, and was mentioned in the student focus group.

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 type="checkbox"/>	<input 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

W23 The college nurse is on site for part of each day during the week, and a very large proportion of house staff are qualified first aiders.

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 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Students have access to a very wide variety of activities both on and offsite. The college has its own heated outdoor pool as well as a gym and tennis courts, and pool and football tables. There are arrangements for football and other sports with local venues.

W27 House staff organise a very full programme of activities, events and excursions, which are very popular with students, who are also well informed about choices available to them.

W28 Risk assessments are in place for all activities and staff, although not all trained in risk assessment, are well versed on how to respond to issues arising.

Welfare and student services summary

The provision meets, and in many aspects exceeds, the section standard. The needs of students for security, pastoral care and information are well met. A wide and appropriately managed variety of activities is available, and students enjoy a good standard of accommodation and related facilities. *Care of students* and *Leisure opportunities* are areas of strength.

Care of under 18s

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

Comments

C1 There is clear, appropriate and detailed policy. The director ISC is the designated person for safeguarding, and the senior housemaster the designated deputy.

C2 The safeguarding policy includes guidelines, has been widely disseminated, and is highlighted in recruitment materials and job descriptions. Staff are all highly aware of the policy and its implications for their roles, and all have completed safeguarding training.

C7 A member of staff is resident in each house, and the principal and deputy principal both live on site. Students of 18 and over do live in the same houses as those of 16 and under, but on different floors.

Care of under 18s summary

The provision meets, and in some aspects exceeds the section standard. The college has robust safeguarding policies and procedures known to all staff. Appropriate arrangements are in place for supervision, safety and accommodation of under 18s.
