

Organisation name	Ratcliffe College, Leicester
Inspection date	21–22 March 2022

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation

We recommend accreditation with a spot check in the first 18 months.

Summary statement

The British Council inspected and accredited Ratcliffe College in March 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private school offers courses in general English for students up to the age of 18 years.

Strengths were noted in the areas of premises and facilities, care of students, accommodation, leisure opportunities, and safeguarding under 18s.

The inspection report noted a need for improvement in the area of course design.

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

Introduction

Ratcliffe College is a co-educational Catholic independent boarding and day school in the village of Ratcliffe on the Wreake, Leicestershire, approximately seven miles from the city of Leicester. Founded in 1847, the college offers courses for students aged 3–18 years, with boarding from the age of 11. English as an Additional Language (EAL) lessons form part of the GCSE, Key Stage 3 and A level programmes that students undertake and are available to international students from the age of 11 whose first language is not English. Students from the age of seven are accepted onto summer programmes. At the time of the inspection, 37 students were enrolled on EAL courses at the college.

The inspection took one and a half days, over two days. Due to the global pandemic, the inspection was conducted remotely. Meetings were held with the college headmaster (H), the senior deputy head (SDH), the director of finance and operations (DFO), the assistant head/senior housemistress (AH), the head of marketing and admissions (HMA), the admissions manager (AM), and the English as an Additional Language (EAL) co-ordinator. All teachers timetabled during the inspection were observed. Focus group meetings were held with students and teachers. A virtual tour of the residential accommodation was followed by one of the inspectors.

Address of main site/head office

Fosse Way, Ratcliffe on the Wreake, Leicester LE7 4SG

Description of sites visited

Ratcliffe College is a campus-based college occupying premises on a 200-acre estate situated approximately seven miles from the city of Leicester. The EAL department is located in the dedicated English and EAL building. The college facilities include a sports hall, tennis and netball courts, two all-weather pitches, a fitness suite and a swimming pool. Landscaped gardens complement the sports facilities. Separate departmental buildings include a science block, theatre, media centre, music department and recording studio, maths, languages, and geography blocks. The college also includes a self-contained sixth form centre, chapel, library, conference room, medical centres and refectory and kitchen. There are separate blocks for boys' and girls' boarding.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<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"/>
Teacher development (excludes award-bearing courses)	<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"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

EAL courses for international students whose first language is not English are run alongside the GCSE, A level and Key Stage 3 programmes that are offered by the college. EAL lessons are generally timetabled at the same time as modern languages courses. At the time of the inspection a total of 37 students between the ages of 13 and 19 were enrolled on EAL courses.

Management profile

The EAL co-ordinator is responsible for all aspects of the academic management of the EAL department. She is supported by the senior deputy head (SDH) and has close links with the English department. At the time of the inspection, she was the only member of the EAL department but had previously managed a team of two teachers prior to the global pandemic.

Accommodation profile

Accommodation is provided in boys and girls boarding houses with secure access above the main school building. A range of rooms is available, including some singles - mostly allocated to sixth formers, as well as double and triple rooms. Some triple rooms include full sized bunk beds with a single bed. All rooms have a wardrobe, chest of drawers and desks. A range of shared bathroom facilities is available in each house, including some shower and toilet pods. In addition to bedrooms, there are common rooms, study rooms and kitchens with seating areas. Each house has a staff office and a staff bedroom.

Summary of inspection findings

Management

The provision meets the section standard. The school operates to the benefit of students, and in accordance with the organisation's clearly stated goals and values. There are realistic plans in place for the development of the school and policies and procedures have been carefully considered. Staff management is efficient and there are effective channels of communication at all levels. All aspects of student administration are carried out with care and attention to the needs of students. Additional information was added to publicity during the inspection, however some aspects of publicity still need attention.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are in a good state of repair and offer a very comfortable environment for students and staff. There are a number of impressive facilities available and the grounds of the college afford many open spaces for relaxation. The range of learning resources is appropriate to the age and needs of the students. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard. The EAL co-ordinator has a professional profile appropriate to the context and there are effective systems and procedures in place to manage the teaching team. Further guidance is required for teachers on aspects of course design and students would benefit from access to course objectives and outcomes. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Course design*.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students' safety and security are strongly prioritised and well managed and there are very good levels of pastoral care. Students are well informed and benefit from well-organised student services, including out-of-class activities and suitable accommodation. *Care of students, Accommodation, and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is very good provision for the safeguarding of students under the age of 18 within the school as well as in leisure activities and accommodation. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

Sampling of documentation revealed an issue in relation to *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met

M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met
Comments	
M1 The mission, goals and values of Ratcliffe College feature in a wide variety of publicity, policies and on notices displayed throughout the college. It is evident that the core values are understood by all staff and students and they play a pivotal role in all decision making.	
Staff management and development	
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Strength
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met
Comments	
M8 A comprehensive collection of human resources policies is in place which is accessible to all staff at the college through multiple sources. Staff feel well supported and valued.	
M11 Induction procedures are very thorough for all staff and include detailed checklists and opportunities for staff development.	
Student administration	
M14 Staff are helpful and courteous to students and their representatives and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Not met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength
Comments	
M14 Students reported that they received high levels of customer service and that staff were extremely helpful and courteous.	
M18 The level of English spoken by emergency contacts is not requested. This was amended during the inspection period for all future enrolments.	

M20 Conditions under which a student may be asked to leave appear in a range of documents including the parent information handbook and the student handbook, and there is a clearly staged process in place should the policy need to be implemented.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	N/a

Comments

Publicity comprises the main college website, a number of brochures and prospectuses, and links to several social media platforms. The website is the main source of publicity for the college.

M24 Information on maximum class sizes, accurate age ranges accepted onto programmes, and details of bank holidays are not included in publicity materials. This was amended during the inspection and is no longer a point to be addressed.

M25 Additional costs for items not included in the main fees are not covered in publicity materials. This was amended during the inspection and is no longer a point to be addressed.

M27 Details of accommodation are incomplete and do not include how many students share bathroom facilities or that up to three students can share a bedroom. The policy on the allocation of single rooms is not made clear.

M28 Staff are described as “specialist teachers” and “extremely well qualified teachers” which cannot be substantiated for all staff at all times.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Strength

Comments

P1 The premises are of a high standard and very well looked after. The college offers an attractive and comfortable environment for work and study.

P4 Free drinking water is offered throughout the college. A good choice of healthy food is provided for boarders and day students. Feedback from the student focus group was positive about the range and quality of the food served.

P6 Space for staff is generous and includes access to a main staff common room with very good facilities for both relaxation and preparation, as well as additional smaller common rooms in certain departmental blocks around the campus.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met

P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Not met
Comments	
P12 There is no formalised system for the review and development of teaching and learning resources.	

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
Comments	
All criteria in this subsection are fully met.	

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Not met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met
Comments	
T7 There are insufficient arrangements in place to ensure appropriate cover for the EAL co-ordinator for any last minute or prolonged periods of time in particular.	
T10 The EAL co-ordinator is the only TEFLQ member of staff. There is currently no provision in place for her to be observed by a qualified member of staff.	

Course design and implementation	Need for improvement
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not met

T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Strength
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Not met

Comments

T11 The coursebook provides the frame for each course but there is little guidance for teachers on how to ensure that students' needs are addressed in the syllabus and the overall teaching philosophy of the EAL department.
T13 Course outlines are not available to students.
T14 All students follow GCSE or A level courses which encourage the acquisition of language, in addition to their EAL classes.
T16 Insufficient attention is paid to incorporating the local community and activity programme in course design documents.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Not met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Strength
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T19 Students are grouped according to age. It is not always possible to create homogenous groups based on their levels of English.
T20 The college is an examination centre for Cambridge Assessment and all courses guide students to a recognised examination.
T21 Students receive comprehensive reports and certificates on completion of all courses.
T22 Advice and guidance on progress to mainstream higher UK education is built into the programme and all students are expected to enter tertiary education on completion of their final year at the college. Students are given a great deal of support and guidance to select programmes of further study best suited to their individual needs and aspirations.

Classroom observation record

Number of teachers seen	1
Number of observations	4
Parts of programme(s) observed	All

Comments

Both inspectors observed the EAL teacher twice.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Not met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met

T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Clear models of spoken and written English were provided, and the teacher demonstrated a sound awareness of the use of English and the examinations which the students were studying towards. Explanations of grammar and vocabulary were accurate, but more attention could have been paid to pronunciation of the target language.

T24 Lesson plans were provided but could have been more detailed to include timings and planned student interactions. Plans did not include student profiles and, while differentiation was a headline in the plans, it was not clear how individual needs and backgrounds had informed the content and staging of the lesson. Equally anticipated problems and solutions were not covered in plans.

T25 Lessons followed a logical and coherent sequence of activities and outcomes were clearly expressed to students at the beginning of the lesson.

T26 A range of appropriate teaching techniques was observed including nomination, elicitation, and the occasional use of concept checking questions.

T27 Classrooms were managed well, interactions varied, and students were paired with consideration and sensitivity. Materials were well presented, and boards used effectively.

T28 Feedback was evident in all lessons, and students were praised and encouraged throughout. Good monitoring took place and provided further opportunities for individual feedback. However, direct correction in response to student contributions was limited and there was a tendency to explain rather than encourage students to identify errors. There were missed opportunities for feedback on incorrect pronunciation in particular.

T29 Lesson plans were well staged and activities to check that learning was taking place included reviewing language taught in previous lessons and using productive tasks to check students' use of new language.

T30 A positive learning atmosphere was observed on the whole. Students were motivated and engaged. In most lessons the pace of the lesson was good and delivered with energy and enthusiasm, although there were instances of excessive teacher talking time: instructions were often fairly long winded, for example. However, the teacher was very encouraging, and had clearly developed a very good rapport with the students and it was clear learning was taking place in all lessons.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to unsatisfactory against the criteria with most being met satisfactorily. The teacher demonstrated a sound knowledge of the use of English and lessons were well planned and executed on the whole, although the addition of class profiles would have helped justify the choice of materials. A good range of teaching techniques was employed and resources were managed effectively. Although some opportunities for providing student feedback were missed, students were fully engaged, and purposeful learning was observed.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met

W8 Students have access to adequate health care provision.	Strength
Comments	
<p>W1 The safety and security of students is clearly a high priority throughout the school. In addition to comprehensive policies and procedures, this area is the responsibility of a senior manager, and there are designated and trained fire marshals.</p> <p>W2 The critical incident plan is comprehensive, detailed and regularly reviewed. Students are made aware of the plan and there are drills to familiarise them with key aspects.</p> <p>W3 Overall responsibility and procedures for welfare and pastoral care are clearly set out, and it is clearly seen as everyone's responsibility across all aspects of the school's activity. There are also dedicated school counsellors and a student listener group.</p> <p>W8 Arrangements for health care are very good. In addition to appropriate arrangements with local services, a significant proportion of school staff are first aid trained, and there is a school medical centre with staff on call overnight and at weekends.</p>	

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Strength
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments	
<p>W10 There are very good arrangements for laundry and cleaning. All areas are cleaned daily by the school's domestic team, who leave feedback "scores" for students' rooms. A weekly laundry service is provided; students can also put items in for laundry every day if they wish.</p> <p>W11 Daily inspections of rooms are carried out by house staff. Any maintenance issues are logged by cleaners and/or matrons. There is a dedicated school maintenance team who are also responsible for safety issues including fire checks and PAT testing.</p> <p>W13 Induction questionnaires include accommodation checks, and boarding tutors hold one-to-one meetings with all boarders. There are very thorough systems for recording feedback and any action taken in response; this information is linked in to students' personal profiles.</p> <p>W15 Meals are carefully assessed to ensure that any dietary needs can be met, and the school is very responsive to student preferences and feedback. There is a food committee attended by both student representatives and the catering team, as well as suggestion boxes.</p>	

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments	
None.	

<i>Accommodation: other</i>	
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W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

Leisure opportunities	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength

Comments

W23 A varied and very extensive programme of sports and leisure activities is on offer, including a range of school clubs. Information is widely distributed and there are dedicated half-termly fairs where students are able to get information on what is available and sign up for different options.

W24 The range of activities is extremely broad, and entirely suited to the ages and interests of students.

W25 The director of co-curricular and well-being has overall responsibility for this area, and almost all staff are involved in the programme in some capacity. All activities, events and clubs are well organised and students are encouraged in numerous ways to take an active part in what is available to them.

W26 All staff involved in activities and trips receive risk assessment training, and there is a robust process for review, including ongoing feedback and reporting of any incidents, and fortnightly meetings to look at forthcoming trips and activities.

W27 The school has its own specialist coaches and teachers for many activities, and ensures that any external activities have additional trained staff where needed.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

The majority of students are under 18. At the time of the inspection, there were five 18-year-olds in the school. The EAL programme applies only to those students in senior school, with a minimum age of 11. The summer school programme has a minimum age of seven.

S1 The policy has clearly been framed with input from appropriate areas of expertise. It is clear and comprehensive, and clearly linked into a range of other school policies and procedures.

S2 All staff receive basic awareness training as a minimum. There is a designated safeguarding lead (DSL) for the whole school, supported by deputy DSLs for all year groups. All have DSL training.

S5 Safety is a high priority in the school, and supervision levels are very good. There is a high ratio of staff to students in all aspects of the provision, including well-qualified and experienced co-curricular supervisors.

S6 There are clear rules in the school and boarding houses, and these are reinforced through handbooks as well as in daily planners and regular registration points in the day.

S7 Boarders are carefully supervised and there are always staff on duty. Sixth formers, some of whom may be 18, are in single rooms. There are thorough risk assessments and well-thought out, safe arrangements in boarding houses.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 Students or parents are asked to opt out of the use of photographic images in publicity in the terms and conditions. The college should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

Organisation profile

Inspection history	Dates/details
First inspection	March 2022
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	GCSE and A level courses
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1847
Ownership	Name of company: Institute of Charity Company number: 05900743
Other accreditation/inspection	ISI Ofsted

Premises profile

Details of any additional sites in use at the time of the inspection but not observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	In peak week: July (organisation's estimate)
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	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	5	5
Part-time ELT aged 16–17 years	18	18
Part-time ELT aged under 16 years	14	14
Overall total ELT/ESOL students shown above	37	37
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Hong Kong Chinese, Chinese, Spanish	Hong Kong Chinese, Chinese, Spanish
Adult programmes: advertised 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

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	0	0
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 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	0	

Academic manager qualifications profile

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

The EAL co-ordinator was scheduled to teach for 22 hours during the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	1
Comments	

None.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	2	29
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	2	3
Staying in privately rented rooms/flats	1 (homestay)	0
Overall totals adults/under 18s	5	32
Overall total adults + under 18s	37	