

Organisation name	Rossall School, Fleetwood
Inspection date	24–25 April 2018

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 12 to 18 months.

Summary statement

The British Council inspected and accredited Rossall School in April 2018. 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 boarding school offers residential courses in general English for under 18s and vacation courses for under 18s.

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

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

Introduction

Rossall School is an independent co-educational boarding and day school which takes pupils from two–17 years. It was founded in 1844 and has had an EAL department since 1995. The school applied for British Council accreditation towards the end of 2017 and this was the first inspection. The EAL provision is divided into two distinct formats. The year-round EAL students (11–18 years), who are fully integrated with UK pupils, generally stay with the school for a term or a year. Students can study for as little as half a term but often stay for several years. There is a separate, smaller summer school programme (11–17 years) with a different student profile. The course structure is tailored to meet the different student requirements. Students attend short intensive courses for two to eight weeks and have an integrated sport and leisure programme. Currently, the year-round EAL programme, with an average of 120 students, is larger than the summer school provision, which generally has around 30 students at any one time.

The inspection took place over two days and involved two inspectors. Interviews were held with core EAL staff, including the summer school director, and members of the wider school organisation. With regard to the year-round provision the inspectors held meetings with the head of international courses and EAL, the deputy head, the deputy head (academic), the HR manager, the bursar, the marketing manager, a governor and the senior master. Focus group sessions were held with students, EAL teaching staff and representatives from the school council. Further meetings were held with administrative and registration staff. For the summer provision the inspectors had access to documentation from previous courses, and had a short meeting with the summer school director who has been in post for five years.

All the teachers involved in the year-round EAL provision were observed and the records of the short-contract summer staff were sampled. One inspector visited a senior girls' house and a senior boys' house, and the two houses used for the summer school.

Address of main site/head office

Rossall School, Fleetwood, Lancashire FY7 8JW

Description of sites visited

The 160-acre Rossall school campus is home to the nursery and infants school, the junior school, senior school and sixth form. Administration and offices are based in the The Hall and the EAL teaching department is in a separate building. All meals are taken in the main dining hall and students have access to Mondo's café daily at certain times. The timetable varies in line with the students' year group.

The EAL department is based in the maths block along with a number of other departments including history and business studies. The head of EAL's office is on the first floor along with the staff room, a small staff kitchen and up to six classrooms. There are two further classrooms on the ground floor. Toilet facilities are available on both floors.

There are eight houses for boarders and extensive sports and other facilities on-site. Facilities include playing fields, a floodlit all-weather pitch, a gymnasium, squash courts, a climbing wall, fives courts, a 25-metre heated indoor swimming pool, a cricket pavilion, a shooting range and three new hard courts for netball, tennis and basketball, as well as a golf academy. There are extensive facilities including a library, art room, music rooms, a chapel, cookery room, main hall and a theatre. Pupils also have access to the astronomy centre, medical centre, the on-site purpose-built café where students can purchase drinks and snacks at break times (Mondo's) and 'RosShop', the on-site school shop with toiletries, gifts and school uniform.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<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"/>
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

International students with an excellent level of English may be accepted for direct entry into full British curriculum programmes in senior school, including GCSE, A Level and IB. These EAL students receive ongoing support and usually take an external EFL examination. Pupils in need of more English follow one of the fast-track programmes with more English classes and fewer mainstream subjects. These classes are organised by year group. At the time of the inspection 111 students were spread across the year groups on different courses.

Summer school students receive 20 hours of language tuition and follow an afternoon of activities and sporting events. There is an option to do a one-week specialism such as astronomy, photography or football. One specialism is available each week over the eight-week summer course programme. In 2017 there were around 30 students studying in any one week.

Accommodation profile

There are eight houses – one for juniors, four for senior boys and three for senior girls. Each house is small enough for each pupil to feel well known, and large enough to allow a certain degree of individual freedom. Two houses are currently used just for the summer school. Each house is led by a houseparent, who manages all aspects of the accommodation as well as providing pastoral support for resident students. Other responsible adults are also resident in the blocks to ensure that supervision levels (see S7) are always appropriate.

All accommodation is residential and located on site. There are eight houses - one for juniors, four for senior boys and three for senior girls. One inspector visited a senior girls' house and a senior boys' house and the two houses used for the summer school.

Summary of inspection findings

Management

The provision meets the section standard. Aspects of staff management and development are good and student administration is effective. The management of the provision operates to the benefit of its students and in accordance with its publicity.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide staff and students with a very comfortable and professional environment for work and relaxation. Learning resources are appropriate to the age and needs of the students and supportive guidance is provided. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard. Teachers have appropriate qualifications and are given good support to ensure that their teaching meets the needs of their students. Programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school offers a very safe and secure environment for both students and staff. Students' needs for pastoral care and information are extremely well met. Accommodation systems are efficient and the accommodation provided is of an appropriate standard. The provision of leisure opportunities is very well managed and meets a wide range of student needs. *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. The safeguarding policy is comprehensive, clear and staff are well-informed and trained. All rules of safer recruitment are followed. Procedures are in place at all times to ensure the safety and security of students on school premises, on leisure activities and in unsupervised time. Accommodation is provided to an appropriate standard and parents and guardians remain well informed about students' well-being at the school. *Safeguarding under 18s* is an area of strength.

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.	Met
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.	Strength
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

M3 There are two quite distinctive management structures to meet the respective needs and scale of the year-round and summer school programmes. Roles for the former are spread across the main school staff with all subject and housing staff having some responsibility for international students. For summer school there is a course director, language teachers, and activity staff who also have pastoral duties.

M4 Communication within the school is very good. As well as regular formal meetings, which are minuted, information is disseminated in different formats and there is significant informal communication among and between staff and management.

Staff management and development	Met
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.	Met
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.	Met
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

M12 Records for the year-round staff were complete and reflect the formal systems in operation. There are no formal systems in place for summer school staff.

Student administration	Met
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.	Met
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.	Met
M20 All staff and students are made aware of conditions and procedures under which a	Met

student may be asked to leave the course.	
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M17 The electronic booking system works efficiently and effectively for year-round students and the records sampled were complete. In the summer fewer administrative staff are dedicated to summer school enrolment and information is passed to the course director in electronic and paper form.

M19 Attendance records are maintained on the shared electronic intranet system, with house parents and teachers entering details at specific times throughout the day. In the summer hard copy attendance registers are maintained by activity staff. The summer registers from 2017 had not been retained after the courses ended so no records could be sampled on this inspection.

M20 Conditions and procedures for year-round pupils are clearly detailed. Rules and conditions for summer students are less readily accessible and transparent.

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.	Not met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	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.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	N/a

Comments

M23 Although publicity on the school website was generally clear, it was not always in accessible English. When this was highlighted during the inspection, staff reviewed the content and edited the information making the language appropriate and accessible to international students, parents and agents. This is no longer a point to be addressed.

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.	Strength
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.	Met

Comments

P1 The extensive campus and facilities offer an excellent environment for students and staff. There is access to varied and well-maintained grounds and gardens and good use has been made of the historic buildings. Premises are in good condition and there is a rolling programme of refurbishment.

P3 As well as the impressive dining hall where main meals are taken, there are numerous well-equipped areas where students can be comfortable and socialise including common rooms in each of the boarding houses and the Mondo café.

P4 The criterion is fully met. In addition, students have access to supervised kitchens in their houses where they can prepare their own food or they can use the Mondo café.

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.	Met
Comments	
<p>P7 It was not clear if students routinely use coursebooks or photocopies in the summer.</p> <p>P10 The main school library is available to year-round students but summer school students have little time to use these facilities. Library staff are available during opening times to support students.</p>	

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.	Strength
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	
T2 The majority of teaching staff during the year and in the summer are TEFLQ and have extensive experience.	
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.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
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.	Met
Comments	
T10 The head of EAL is responsible for the annual observation of academic year teachers. In 2017 she also completed an observation of each of the three summer school teachers.	

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate	Not met

course structure described in writing for teachers' guidance.	
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.	Strength

Comments

T11 Course design for the year-round programmes is considered but programmes and objectives are frequently global and lacking in detail. The summer school grammar list and course guidelines are insufficiently detailed to meet the needs of mixed ability groups on a rolling enrolment programme.

T13 There was no evidence of weekly plans available to students for the year-round or summer school students.

T14 The additional learning opportunities offered to year-round students through studying in a British day and boarding school are excellent. Pupils have multiple formal and informal opportunities to develop and extend their language through the sports, social and cultural activities. The summer school students benefit from the varied sports, activities and cultural programme provided.

T16 There is a systematic approach to supporting year-round students to develop their language skills outside the classroom with the use of surveys, tasks as part of the social programme and students acting as tour guides to visitors.

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.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T17 Placement is comprehensive for year-round students. Summer course students are tested on arrival but placement options are more limited with the smaller course numbers.

T19 The support for year-round students is very good, for example, they include taster sessions for fast track students to ensure a smooth transition into main stream subject classes. The summer courses have fewer classes in operation so the options to change class are more restricted.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	All

Comments

None.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and	Met

the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	
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.	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 Teachers generally produced accurate models of spoken and written English appropriate to the aims of the lesson. In a small minority of segments observed, new vocabulary was uncontextualized so lacked meaning which meant models were not relevant or suitable for students' level.

T25 The teaching observed included a coherent sequence of activities linked by topic. However, learning outcomes were not always made explicit to students.

T26 Teaching techniques were quite limited with an over reliance on teacher-led activity. Vocabulary work was limited to the use of definitions, and meaning was not always checked consistently. Stronger lesson segments included elicitation, personalisation of language and greater student practice and participation.

T28 Teachers monitored student activity and there was some general class feedback. A limited range of correction techniques was used with oral work in class but there is an effective shared departmental marking code for written work.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was of a satisfactory standard overall, ranging from satisfactory to good, with the majority being satisfactory. Planning was clear and generally took account of students' needs and interests. A range of materials was used effectively but only a limited range of teaching techniques was observed. Resources were generally appropriate. Feedback was handled satisfactorily but oral correction techniques were limited. There was a positive atmosphere in all classes.

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.	Strength
W8 Students have access to adequate health care provision.	Strength

Comments

W1 All aspects of the safety and security of students have been comprehensively and effectively addressed. All students are fully orientated to health and safety during their induction and safety and security is an integral part of

their care.

W2 Emergency planning is communicated to staff, leaders and students at induction, through briefings and handbooks. Planning and annual rehearsals take place for a variety of possible scenarios. All plans are regularly reviewed and thoroughly documented.

W3 The school is committed to a very high standard of pastoral care for all its students. The house and tutorial system ensures that students receive a wide range of daily support in all aspects of their life at school. In addition, students can speak to an external named counsellor.

W7 Detailed and well-designed student handbooks, including one designed specifically for the house where students are accommodated, provide very useful information about living in the UK. New students arrive one day earlier than returners to ensure that they are fully inducted to living away from home in a new environment.

W8 All students complete a detailed medical questionnaire before enrolling with the school. The school has a permanent medical centre, where a nurse is on duty or on call during term-time. A local doctor also visits every weekday morning. During summer school, students have full access to the local NHS walk-in centre seven days a week and the nearby hospital.

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.	Strength
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.	N/a
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W10 Arrangements for laundry and cleaning are excellent, with daily cleaning and laundry done on request.

W11 The estate manager, health and safety officer, bursar and matron regularly check that all boarding accommodation continues to be safe and suitable. A number of specialist maintenance staff are permanently employed by the school and an independent fire officer checks the houses every term for safety and legal compliance.

W12 Students and their parents are sent a welcome letter from their houseparent as well as a school information pack, and the school's website gives a detailed description of each house, including information on the accommodation provision and recreational facilities.

W13 Houseparents regularly check that students are settling into the house accommodation and advise on what to do in case of any problems.

W15 All meals are provided in the school dining hall, with additional snacks and refreshments being available in boarding houses. There is always a good selection of food available at all meals and dietary advice is provided as required. Students reported that the quality was good and portion sizes generous.

<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>	
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.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength

Comments
<p>W23 Students have access to a very wide range of social, cultural and sporting events, which are organised directly by the school. As well as the full range of activities and excursions for the summer school students, there are many opportunities for year-round students to participate in extra-curricular activities and excursions.</p> <p>W24 Great effort is made to ensure that there is a very wide choice of leisure activities available to meet the interests of different students. A 28-page, full-colour booklet describes the range of activities available, many of which are designed specifically for different groups and ages of students.</p> <p>W25 The leisure programme is very well organised and resourced. In addition to the activities manager, further staff are recruited to assist as appropriate, and some teachers are also involved. There has been considerable investment by the school to ensure the availability of specialised training facilities for sports and interests.</p> <p>W27 The activities manager and sports director have very appropriate professional backgrounds, which allow them to manage successfully a variety of sporting and leisure activities. Summer school staff are carefully recruited and inducted with some having particular connections with the all year school.</p>

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.	Met
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.	Strength
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
At the time of the inspection there were 111 students enrolled. Of these 92 (82 per cent) were under 18. During the

summer school all students are under 18. Students who are 18 years and older will have started at the school as younger students.

S1 The policy is comprehensive, accessible and linked to all aspects of current legislation and the requirements of the Scheme. Its composition has been facilitated with expert inputs. The policy is regularly reviewed internally and also monitored by external agencies. In addition, its content and composition is checked each term by the school's compliance systems and procedures.

S5 There is a very high level of supervision on all organised activities, most of which take place on site, where in addition, the majority of staff are permanently resident. Roll calls take place on a regular basis throughout the day and if a student cannot be accounted for within an hour, the police are notified.

S6 Very clear rules are in place for what students may do outside scheduled lessons and activities. However, as all students are accommodated on site, supervision is continuous. Any unsupervised local off-site visits are restricted by age and strict time limits, and all student departures and returns are logged. There is always a houseparent or tutor on duty in the 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 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	April 2018
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	Independent day and boarding school offering a full British curriculum.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1844
Ownership	Name of charity: Rossall School Registered charity number: 526685
Other accreditation/inspection	ISI

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
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Details of any additional sites not in use at the time of the inspection	N/a
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Student profile	At inspection	In peak week: April (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	19	19
Part-time ELT aged 16–17 years	45	45
Part-time ELT aged under 16 years	47	47
Overall total ELT/ESOL students shown above	111	111
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	18	18
Junior programmes: predominant nationalities	Chinese, German	Chinese, German
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	4	4
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	Approximately 30 (in all areas of the school)	

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 Head of EAL is scheduled to teach 15 hours per week.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	0

Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	1
Teachers without appropriate ELT/TESOL qualification	0
Total	4

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	1
Home tuition	0	0
Residential	19	91
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	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	19	92
Overall total adults + under 18s	111	