Inspection report

Organisation name	Scarborough International School of English
Inspection date	24–26 July 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the *Declaration of legal and regulatory compliance*.	☒	☐
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.	☒	☐
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.	☒	☐
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.	☒	☐

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.	☐	☒	☐

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in accommodation and C4 have been addressed.

Summary statement

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

This private language school offers courses in general and professional English for adults (16+) and for closed groups of under 18s and vacation courses for under 18s and adults (16+).

The inspection report noted a need for improvement in the areas of staff management and accommodation.

Strengths were noted in the areas of premises and facilities, 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	1985
Last full inspection	2013
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	February 2016
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	None
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

Private sector

Date of foundation	1984
Ownership	Name of company: Scarborough International School of English Company number: 2556378
Other accreditation/inspection	N/a

Premises profile

Address of main site	Cheswold Hall, 37 Stepney Road, Scarborough YO12 5BN
Details of any additional sites in use at the time of the inspection	Scarborough Sixth Form College, Sandybank Lane, Scarborough YO12 5LF
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	Cheswold Hall (CH) is the administrative headquarters; adult courses are held here throughout the year. It is a detached two-storey period house. It contains three full-size classrooms and one smaller room that is used for groups of up to 12 students; a self-access room/computer suite and a café/common room for students. A reception and two adjoining offices and a staffroom/resources room are on the ground floor. To the rear of the building there is a patio area with seating and a garden. Scarborough International School of English (SIS) uses premises in the nearby Scarborough Sixth Form College (SSFC) during the summer for its junior and teens programmes. The SSFC, a ten-minute walk from CH, is a self-contained campus; it provides classrooms (two of which were IT suites at the time of the inspection); a classroom which is used as an office/staffroom; a dining room; a common room; a sports hall and playing fields.

Student profile

	At inspection	In peak week: July
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	21	21
Full-time ELT (15+ hours per week) aged 16–17 years	26	26
Full-time ELT (15+ hours per week) aged under 16	95	95
Part-time ELT aged 18 years and over	1	1
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	**143**	**143**

	At inspection	In peak week (July)
Junior programmes: advertised minimum age	7	7
Junior programmes: actual minimum age	7	7
Junior programmes: advertised maximum age	17	17
Junior programmes: actual maximum age	17	17
Junior programmes: predominant nationalities	Spanish, Italian, Russian	Spanish, Italian, Russian
Adult programmes: advertised minimum age	16	16
Adult programmes: actual minimum age	16	16
Adult programmes: typical age range	18–50	18–50
Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	Spanish, Italian, Qatari, Saudi	Spanish, Italian, Qatari, Saudi
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	41	41

Staff profile	At inspection	In peak week (July)
Total number of teachers on eligible ELT courses	11	11
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT 10–19 hours a week	9	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	7	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	1
Total	2
Comments	
The academic manager is supported by the academic assistant (AcA) who performs certain academic administrative and management functions.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	2
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	4
Total	11

Comments
One of the teachers for whom a rationale was provided is QTS but was teaching adult students.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☒	☒	☐	☐
General ELT for juniors (under 18)	☒	☒	☒	☒	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☒	☐	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments
General English courses for adults (aged 16+) are run throughout the year. Students are taught in small groups or one-to-one. Some one-to-one specialist courses are run occasionally. During the summer, in the mornings, year-round students are integrated into groups of short-term students following a vacation course. They can continue to opt for additional lessons in the afternoons: for example, for IELTS preparation.   During the summer the majority of students are at the SSFC following vacation course programmes for juniors (aged 7–12) and for teens (aged13–17).   Courses for closed groups of adults or under 18s are held occasionally: for example, during the Easter vacation.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	19	120
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
Arranged by student/family/guardian		
Staying with own family	0	1
Staying in privately rented rooms/flats	3	N/a
Overall totals adults/under 18s	22	121
Overall total adults + under 18s	143	

Introduction

The inspection, which was conducted by two inspectors, took place in week four of the summer programmes when student numbers were at peak. It lasted two half days and one full day. Meetings were held with the business

manager, the academic manager, the AcA, the accommodation and welfare manager (AWM), the administrative assistant (AdA) and the team leaders. Three focus group meetings were held with representative groups of students: adults, teens and juniors. A meeting was held with both adult teachers at CH and with a representative group of teachers working on the teens and junior programmes at SSFC. One of the inspectors had a meeting with the estates manager at SSFC and one inspector visited three homestays. All teachers were observed.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 Sampling identified the following issue: there was evidence that photocopies were being made of proscribed publications and that more than the allowed percentage of certain books were being copied; the school should seek further advice from the relevant regulatory body. Other items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☒	☐	☐	☒	☐
M3 Duties specified	☒	☐	N/a	☒	
M4 Communication channels	☐	☒	☒	☒	☐
M5 Human resources policies	☒	☐	☐	☒	
M6 Qualifications verified	☐	☒	N/a	☒	☐
M7 Induction procedures	☐	☒	☐	☒	
M8 Monitoring staff performance	☐	☒	☐	☒	
M9 Professional development	☐	☒	☐	☒	

Comments
M2 The management structure and reporting lines are clear. The business manager has overall responsibility for the management of the school in both locations. The year-round academic manager is also the centre manager at the SSFC during the summer period. The AWM has been at the school two months. There was no handover period between her and her predecessor. During a short period the business manager had to take on the duties of the AWM and then train the new post-holder. Continuity of provision relies on the business manager and the academic manager working long hours during the summer. The academic manager is supported by the AcA but it is difficult for her to fulfil both roles in both centres. Because the business manager and academic manager have so much to do in the lead up to and during the summer, some aspects of the provision have been neglected; continuity of all aspects of provision have not been assured. See T11 and the points made in relation to the homestay provision.
M3 Job descriptions describe the title role rather than being a description of the job of the actual person in post. For example, there is a section in every job description which describes the safeguarding responsibilities of all post-holders. However, those who have especial responsibility as designated safeguarding lead or as designated safeguarding officers do not have these roles specified in their job descriptions. See also C1.
M4 Channels of communication are effective within the small team. During the summer, communication between the two centres is effective as the business manager and academic manager spend time in both centres every day. Monthly management meetings, which are minuted, are held throughout the year and the academic manager holds a meeting with the teachers every week.
M5 The school's human resources policies and procedures are appropriate. Staff reported that the college is responsive to staff needs and requests. Recruitment procedures for all new teachers (including those recruited for the summer) are appropriate. However, the policies have not been implemented in full for all members of staff: for example, not all members of staff had two references on file. See also C4.
M6 The academic manager has taken pains to ensure that she has seen the original certificates of all academic members of staff. Copies are on file.
M7 All staff, including temporary summer teachers and team leaders, have an appropriate induction before they take up their duties.
M8 Permanent members of staff have appraisals with the business manager. There are no teachers with permanent contracts so they are not formally appraised.
M9 There has been a focus during the last year on training for safeguarding and the school's Prevent strategy.

There are scheduled weekly meetings for teachers with some opportunities to exchange ideas about teaching techniques and resources.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☐	☒	
M11 Information on course choice	☐	☒	☐	☐	
M12 Enrolment procedures	☐	☒	☐	☐	
M13 Contact details	☐	☒	☐	☒	
M14 Student attendance policy	☐	☒	☒	☒	
M15 Students asked to leave course	☐	☒	☐	☐	

Comments

M10 Student administration is handled by the business manager, with the assistance of the AdA and the AcA.
M13 Contact details (and parental consent forms for those students aged under 18) are required for all students in advance. If any are missing they are obtained on arrival. The contact details are transferred onto an electronic database which is accessible remotely by the academic manager and the AcA. However, it was noted that not all students' details had been entered onto the database. The business manager has a paper copy of the list of student contacts which she has with her at all times. The paper-based students' files are kept in the office in CH. In case of a medical emergency outside school hours requiring the parental consent form the business manager would have to go to CH to access the files.
M14 There is a policy on attendance which is appropriate to the age and circumstances of the students; this policy is made very clear to students. There are systems for noting and following up immediately the absence of students aged under 18.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☒	☐	N/a	☒	☐
M17 Continuing improvement	☐	☒	☐	☐	
M18 Student feedback and action	☐	☒	☐	☒	☐
M19 Staff feedback and action	☐	☒	☐	☐	
M20 Complaints and action	☐	☒	☐	☐	☐

Comments

M16 Points from the last report have been noted and discussed in management meetings. However, a formal action plan has not been drawn up.
M18 Feedback on all aspects of the provision is sought from students via written questionnaires completed in class at the end of the course. Group leaders also complete a questionnaire. The results of this feedback are collated, summarised and discussed during management meetings. Adult students complete an initial feedback form. There is initial feedback from all the juniors and teens arising out of group discussions and recorded on a group form. There is evidence that if students or their group leaders express dissatisfaction with their homestay appropriate action is taken and recorded.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☒	☒	
M22 Realistic expectations	☐	☒	☐	☐	
M23 Course descriptions	☐	☒	☐	☐	
M24 Course information	☒	☐	N/a	☒	
M25 Costs	☐	☒	☐	☒	

	Not met	Met	Strength	See comments	N/a
M26 Accommodation	☐	☒	☐	☐	☐
M27 Leisure programme	☐	☒	☐	☐	☐
M28 Staff qualifications	☒	☐	N/a	☒	☐
M29 Accreditation	☐	☒	N/a	☐	☐

Comments

Publicity consists of a website, a brochure with fees sheet, and social media.
M21 The website is very easy to navigate and the language is accessible and accurate.
M24 Publicity does not include course dates and the specific dates of non-teaching days within the course. The meaning of 'high season' in relation to maximum class size is not clear.
M25 All costs are specified except those of examination fees, although it is clear that they are extra.
M28 The teachers are described as being 'native speakers' and all having undergone English language training. This information was not true for all teachers at the time of the inspection.

Management summary

The provision meets the section standard. The management of the provision generally operates to the benefit of the students and in accordance with its publicity. However, arrangements to ensure the continuity of management and administration have not been satisfactory and recruitment policies are not always fully implemented. There is a need for improvement in *Staff management*.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☒	☒	
R2 Condition of premises	☐	☒	☐	☐	
R3 Classrooms and learning areas	☐	☒	☐	☒	
R4 Student relaxation areas and food	☐	☒	☒	☒	☐
R5 Signage and display	☐	☒	☒	☒	☐
R6 Staffroom(s)	☐	☒	☐	☒	☐

Comments

R1 There is adequate space in both centres. There is a very attractive garden with a paved area and outdoor seating at CH. At SSFC the school has use of the extensive grounds.
R3 The classrooms at CH and SSFC are sufficient in size for the number of students. At the time of the inspection two of the classrooms allocated at SSFC were computer suites with an inappropriate layout. At the request of the academic manager more suitable rooms were made available.
R4 The facilities for student relaxation and consumption of food are very good in both centres. At CH there is an attractively furnished café and common room where students can buy hot and cold drinks and snacks. At SSFC there is a large dining room where students can eat their packed lunch and buy drinks and snacks, and there is a large adjoining area (The Hub) which has soft seating, where students meet before afternoon activities.
R5 Noticeboards in both CH and at SSFC are attractive, informative and well-organised. The leisure programmes for the week are displayed and include photographs of the team leaders responsible for the different activities.
R6 The staffrooms at each centre are suitable in size for the number of staff. The room at CH also houses the teaching and learning resources.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☐	☒	☐	☒	
R8 Resources for teachers	☐	☒	☐	☐	
R9 Educational technology	☐	☒	☒	☒	
R10 Self-access facilities	☐	☒	☒	☒	☐

Criteria	Not met	Met	Strength	See comments	N/a
R11 Library/self-access guidance	☐	☒	☐	☐	☐
R12 Review and development	☐	☒	☐	☐	

Comments

R7 Students on all programmes have access to sufficient and appropriate learning materials. However, on the adult programme there is an over-reliance on photocopies from coursebooks. For the vacation courses, some helpful resources have been devised for use in class to prepare for and follow up the weekly excursions.
R9 All classrooms at both centres have either interactive whiteboards (IWB) or a television screen, and access to the internet.
R10 At CH there is a self-access room with four computers for students' use and information is given about websites that can be used for language learning activities. There is also a well-organised bank of grammar and vocabulary worksheets, colour-coded according to level.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises at both centres are of a high standard: the learning resources and environment support and enhance the studies of students and provide an appropriate professional environment for staff. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☐	
T2 ELT/TESOL teacher qualifications	☒	☐	☐	☒	
T3 Rationales for teachers	☒	☐	N/a	☒	☐
T4 Profile of academic manager(s)	☐	☒	☐	☒	☐
T5 Rationale for academic manager(s)	☐	☒	N/a	☒	☐

Comments

T2 Three teachers who were teaching under 18s did not have an ELT qualification which meets the requirements of the Scheme or an appropriate qualification leading to QTS. One teacher who was teaching adults did not have an ELT qualification.
T3 Rationales were provided. Teacher No. 1 was teaching on the teens programme. He had undergone some relevant ELT training, with assessed teaching practice, but the qualification did not meet all the requirements of the Accreditation Scheme. He had a year's experience teaching students of the relevant age range. His rationale is accepted within the context of this inspection. Teacher No. 2, who was teaching the teens, has some ELT training. However, the courses did not lead to qualifications that meet all the requirements of the Accreditation Scheme. He has considerable experience teaching similar students to those following the teens course. His rationale is accepted within the context of this inspection. Teacher No. 3, who was teaching the teens, has some ELT training. However, the courses did not lead to qualifications that meet all the requirements of the Accreditation Scheme. She has additional training in teaching, coaching and counselling in other areas. She was being supported by the academic manager. Her rationale is accepted within the context of this inspection. Teacher No.4 is QTS, and has a qualification suitable for teaching on courses for under 18s, for which he was originally recruited. However, at the time of the inspection he was teaching adult students. The rationale for this teacher is not accepted.
T4 The academic team consists of the academic manager who is TEFLQ and the AcA who is TEFLI.
T5 A rationale was provided for the AcA who is not TEFLQ. The rationale was accepted within the context of this inspection.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☒	☐	☐	☒	☐
T7 Timetabling	☐	☒	☐	☐	
T8 Cover for absent teachers	☐	☒	☐	☐	
T9 Continuous enrolment	☐	☒	☐	☒	☐

Criteria	Not met	Met	Strength	See comments	N/a
T10 Formalised support for teachers	☐	☒	☐	☒	☐
T11 Observation and monitoring	☒	☐	☐	☒	☐

Comments

T6 One teacher who is QTS only was being deployed on adult courses.

T9 The course design for all three programmes allows for self-contained weeks. The arrangement is most successful on the junior programme where each week's work is based on a theme, often with a linked project.

T10 The academic manager and AcA divide their time between the two centres. Teachers at CH and at SSFC reported that they were extremely happy with the information, assistance and support they received. Individual support is readily available for less experienced teachers.

T11 Both adult teachers had recently been observed and given oral and written feedback from the academic manager. However, five of the temporary summer teachers had not been observed at the time of the inspection; some were new to the school and had been teaching on the teen or junior programmes for a number of weeks without an observation. The academic manager is aware of the need to observe teachers within their first week but has not had time to do so.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☐	☒	
T13 Review of course design	☐	☒	☐	☒	
T14 Course outlines and outcomes	☒	☐	☐	☒	
T15 Study and learning strategies	☐	☒	☐	☐	
T16 Linguistic benefit from UK	☐	☒	☒	☒	

Comments

T12 The course for the adult students is negotiated and depends on the needs of the students within the group. The programme for the teens is based on the syllabus checklists from suitable coursebooks, at a range of levels, with suggestions for supplementary resources. The programme for the juniors is based on a topic for each week with suggestions for suitable activities and resources. Teachers are given guidance about how to use the syllabi.

T13 There is some evidence that the course designs have been reviewed and materials updated. The academic manager acknowledges that the course design for the juniors is more successful than that for the teens and she would like to re-design the latter along similar lines when time permits.

T14 There is a brief overview of course content in the students' handbooks and teachers usually give some indication of the content of the lessons at the start of each day. However, students have little or no information about the scheme of work for the week/course; learning objectives and outcomes are not usually shared with short-term students.

T16 Teachers are encouraged to plan 'situational English' lessons which include activities that take the students out of the classroom: for example, to conduct surveys within the town. On the vacation programmes the weekly excursions are prepared for and often followed up in class.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☐	☒	☐
T18 Monitoring students' progress	☐	☒	☒	☒	
T19 Examination guidance	☐	☒	☐	☐	☐
T20 Assessment criteria	☐	☐	☐	☐	☒
T21 Academic reports	☐	☒	☐	☐	
T22 Information on UK education	☐	☒	☐	☐	☐

Comments

T17 All students, except the juniors, take an online grammar and vocabulary test before arrival. The advice of group leaders is sought if they are the students' year-round teachers. Adult students also have an interview on arrival, which serves as a needs analysis.

T18 During the short vacation courses the monitoring of students' progress is informal. For adult students during the

academic year regular tutorials are held with the academic manager during which their learning objectives and progress are discussed. Long-stay students receive a lot of individual feedback.

Classroom observation record

Number of teachers seen	11
Number of observations	13
Parts of programme(s) observed	All

Comments

Two of the teachers teaching adult students were observed twice so that all parts of the programme could be seen.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	☐	☒	☐	☒	
T24 Appropriate content	☐	☒	☐	☒	
T25 Learning outcomes	☐	☒	☐	☒	
T26 Teaching techniques	☐	☒	☐	☒	
T27 Classroom management	☐	☒	☐	☒	
T28 Feedback to students	☐	☒	☐	☒	
T29 Evaluating student learning	☐	☒	☐	☒	
T30 Student engagement	☐	☒	☐	☒	

Comments

T23 Most teachers demonstrated a sound knowledge of grammatical and lexical systems. Metalanguage was used appropriately. However, only a small minority showed a working knowledge of phonological systems and used this knowledge to help students improve their pronunciation. Teachers presented natural and accurate models of English.

T24 The content of the lessons was generally suitable; topics were appropriate for the age of the students. There were opportunities for students to bring their own experience and interests to the lessons. Differentiation had been planned for in a few lessons.

T25 In the better plans learning objectives in terms of language and skills were made clear and the careful staging of the lessons enabled successful outcomes. In weaker lessons teachers did not make the learning objectives explicit and in some instances a lack of focus resulted in poor achievement of appropriate outcomes.

T26 In the majority of lessons teachers used a variety of techniques successfully: eliciting, illustrating and checking of understanding, using a range of media, for example songs, setting up meaningful practice activities and providing the right amount of support before and during tasks. The techniques used with the youngest students were particularly effective. In weaker segments instructions were not efficiently given, students were not clear about the task or were not given enough support to enable them to complete the task successfully; there was too much teacher talking time.

T27 With one or two exceptions, the classroom environment and resources were handled satisfactorily. Efficient use was made of the whiteboards and IWBs; some visual aids and handouts were seen in use. In some lessons there was an over-reliance on photocopies taken from coursebooks, the source of which was not acknowledged.

T28 Teachers monitored well. Coursebook exercises were corrected. Some peer- and self-correction was observed. Some very effective controlled oral practice was present in some lessons but generally insufficient feedback was given on pronunciation with follow-up practice.

T29 Most of the lessons included worthwhile tasks, some with tangible end-products, the successful completion of which attested to successful learning. In stronger segments there was a planned review of learning outcomes, linked to stated objectives.

T30 In one or two lessons students were not fully engaged because the language was too difficult, the task had not been well set up or the teacher was over-dominant. But in the majority of lessons students were engaged; there was a purposeful atmosphere with good student involvement. Most teachers were careful to include all students and they managed the class well to encourage learner participation.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The standard of teaching ranged from excellent to below standard with the majority being satisfactory. In most lessons teachers used a good range of techniques and resources to encourage student participation. Overall, more attention needs to be paid to helping students improve

their pronunciation.

Teaching and learning summary

The provision meets the section standard. Most teachers have appropriate qualifications. However, a relatively high proportion of teachers required rationales. They are given sufficient support to ensure that their teaching meets the needs of their students although not all new teachers had been observed. Programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☒	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☒	☒	
W4 Dealing with abusive behaviour	☐	☒	☒	☒	
W5 Emergency contact number	☐	☒	N/a	☐	☐
W6 Transport and transfers	☐	☒	☐	☐	☐
W7 Advice	☐	☒	☐	☒	
W8 Medical and dental treatment	☐	☒	N/a	☐	

Comments

W1 The high priority accorded to safety and security of students is evidenced by a number of practical policies and practices, including detailed risk assessments of both sites, ID cards for all staff, students and visitors, regular fire evacuation drills, and the inclusion of health and safety training in the induction of staff and students. A major incidence policy is in place.

W2 Students benefit from a high level of pastoral care from all staff: teachers, team leaders, welfare staff and managers. Staff were all aware that their first responsibility was to the care and comfort of their students. Many of the under 18s are with their own group leaders, who are often the first port of call, and individual students are assigned a team leader as their equivalent. Places of worship are listed on the noticeboard and a room is set aside for prayer at both sites.

W3 There is a named AWM based at CH but available and in evidence at SSFC at lunch and break times several days per week. She leads inductions and initial evaluation sessions and her photograph is in the student handbook. The female academic manager and the male AcA play an important welfare role at SSFC and have a high profile with students. All students in the focus group meetings knew who to go to if they had problems.

W4 There is a clear policy and a number of sensible procedures for dealing with abusive behaviour. The language used to describe this in the teen student handbook has been simplified but would benefit from further simplification.

W7 All relevant items of information and advice are covered in the pre-arrival information, at induction and in the student welcome pack and handbook. The teen handbook needs to be revised to remove some of the information which is not applicable to teens. It would also benefit from being presented in simpler language and more attractive format.

Accommodation profile

Comments on the accommodation seen by the inspectors

Homestay is the only type of accommodation offered by the school. Currently there are over 60 homestay hosts on the register. Most are within 20 minutes' walking distance of the school. Those further away must be on good public transport routes or, as in the case of some current hosts with under 18s, the host must agree to transport the student to and from the school and activities. All homestays provide breakfast, dinner and a packed lunch. All under 18s are in homestay or are staying with their own families. A link on the website gives information about other types of accommodation available for adults but the page states very clearly that the school has no responsibility for this accommodation which the student must book for themselves. Three very different homestay providers were inspected. Apart from the comment made in W18 below, all were satisfactory. .

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☐	☒	☐
W10 Accommodation inspected first	☒	☐	☐	☒	☐
W11 Accommodation re-inspected	☐	☒	☐	☒	☐
W12 Accommodation registers	☒	☐	☐	☒	☐
W13 Information in advance	☐	☒	☐	☒	☐
W14 Student feedback	☐	☒	☒	☒	☐
W15 Meals in homestay/residences	☐	☒	☐	☐	☐

Comments

W9 The homestay handbook makes clear what is expected of homestay hosts and hosts have to sign to say they will adhere to all items listed in the code of practice. Those visited were fully aware of requirements.
W10 All homestay provision is inspected before a student is placed and all information is recorded on a comprehensive visit form. The school's accommodation database indicated that a number of hosts had not carried out fire risk assessments and in a few cases no Gas Safe certificate had been seen or the one recorded was not up to date.
W11 All homestays are revisited every two years, and visits are recorded on the database which also indicates the due date of the next visit. (See W10 for comments about safety.)
W12 A more comprehensive database has been devised and information is being transferred to it. The revised accommodation database records information that has been checked. It also highlights gaps that need to be filled as a matter of urgency, e.g. the absence of a fire risk assessment and lack of a valid Gas Safe certificate. There were a number of gaps of this nature.
W13 Clear information is sent to students and hosts. Students' information includes travel details and a pen portrait of the home, host and family as well as what to expect with regard to food. Notification of a room-share option is available.
W14 The AWM has already established contact with students through the booking process and she meets all students on arrival or at induction where they are told how to get in touch in case of difficulties. For under 18s, within a couple of days of arrival, she gathers a group of students together to more formally check satisfaction with all aspects of the course including accommodation. Adult students complete an initial evaluation form. Students complete an end of course questionnaire, the accommodation section of which is seen and initialled by the accommodation officer. Any negative comment is checked and dealt with promptly. Student evaluation is sometimes shared with the host. Evaluation forms and students in the focus group meetings expressed a high level of satisfaction with their homestay provision.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☒	☐	N/a	☒	☐
W17 Rules, terms and conditions	☐	☒	☐	☐	☐
W18 Shared bedrooms	☒	☐	N/a	☒	☐
W19 Students' first language	☒	☐	N/a	☒	☐
W20 Language of communication	☐	☒	N/a	☐	☐
W21 Adult to welcome	☐	☒	N/a	☐	☐

Comments

W16 Evaluation forms and talking to students in focus group meetings indicated that some homestays accommodated more than four students.
W18 In one otherwise excellent homestay visited, three students, all of different nationalities, were sharing a room. No request for this to happen had been received by the school.
W19 Although every effort is made to avoid accommodating students of the same mother tongue in the same homestay, pressure of numbers of some monolingual groups made this very difficult to achieve in all cases. Some agents, parents and group leaders understood the situation and had given approval for this to happen but some had not been informed that this was going to happen and had not given written consent in advance of arrival.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☐	☐	☐	☒
W23 Health	☐	☐	☐	☐	☒

Comments
None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☐	☐	☐	☒
W25 Other accommodation	☐	☐	N/a	☐	☒

Comments
None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	☐	☒	☐	☒	☐
W27 Leisure programmes	☐	☒	☒	☒	☐
W28 Health and safety	☐	☒	☒	☒	☐
W29 Responsible person	☐	☒	☐	☐	☒

Comments

W26 For adult students, information about local events and interesting places to visit is displayed on noticeboards and students are given information about and encouraged to take part in local activities, festivals and celebrations.
W27 Adults have an informal leisure programme based on the interests of the group and their teachers who will accompany them e.g. an evening meal, a pub visit, or a picnic in the park. They are also informed about optional weekend one-day or residential excursions. The leisure programme for juniors on three afternoons per week is appropriate for the age group and is always supervised by their teachers. The teen programme of three afternoons and two evenings is interesting and varied and is staffed by team leaders. Teens and juniors have one full-day excursion per week and this is usually curriculum-based with preparation in class, a task to do at the venue and feedback to follow. This excursion is always supervised by teachers. The programmes are well resourced and always have alternative activities available to allow for bad weather.
W28 Full risk assessments were seen for all activities. Some generic risk assessments relate to excursions in general and are used in conjunction with additional risk assessments specific to the venue or activity. Team leaders or teachers prepare well for activities and run through the possible risks and their solutions with the participants before each activity takes place. They are reviewed post event.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Students are well cared for in a safe and secure environment and benefit from a full and varied leisure programme. There is a need for improvement in *Accommodation. 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	☐	☒	☐	☒	☐
C2 Guidance and training	☐	☒	☒	☒	☐

C3 Publicity	☐	☒	☐	☐	☐
C4 Recruitment procedures	☒	☐	N/a	☒	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☒	☒	☐
C6 Safety and supervision outside scheduled lessons and activities	☐	☒	☐	☒	☐
C7 Accommodation	☐	☒	☐	☒	☐
C8 Contact arrangements	☐	☒	N/a	☒	☐

Comments

C1 The school has a clear and comprehensive safeguarding policy, drawn up with reference to local authority and government guidelines and including recognition of possible signs of abuse and procedures to follow in the event of disclosure. It names the designated lead and two assistant lead persons as well as a designated officer. Staff were aware of who these designated persons were but it was not stated explicitly in their job descriptions. Special attention is paid to the safeguarding needs of under 18s on adult courses.

C2 All staff have been trained at basic level and there is an in-house safeguarding workshop every year. The safeguarding policy is supplied to all staff prior to employment, safeguarding responsibilities are emphasised at induction and all staff are made aware of the designated safeguarding leads and officer, all of whom have been trained to specialist level. The homestay providers' handbook outlines the school's policy. Arrangements are made for homestay hosts to do online basic training at the school and successful completion of the course is recorded on the database. They also receive a letter describing the Prevent policy and procedures. All adults are made aware of and sign an agreement to codes of conduct.

C4 The school's safer recruitment policy is clear and covers all relevant points but there are some gaps in its application. Some members of staff and homestay hosts had only one reference on file and some had none. At the time of the inspection, homestay data was being transferred from one system to a better one but the transfer was not complete. Information sent subsequent to the inspection showed that all main carers in homestays had DBS clearance but there was insufficient evidence to show that all adults in the home had been checked. Group leaders provide evidence of police checks.

C5 Students are supervised continuously for all onsite classes and activities. Juniors and teens have their breaks at different times and all are supervised by teachers or team leaders. The junior activity programme is separate from that of the teens. The teens have some free time on some of the excursions but have strict instructions how to spend it and the younger teens have to check in with the supervisor at specified times. Ratios are satisfactory.

C6 There are clear rules for what teens and under 18s on adult courses may do outside organised activities and they have been risk assessed. The curfew is strictly adhered to and all students and homestay providers were aware of it and of the sanctions to apply if it is broken.

C7 Arrangements for providing accommodation and meals are made clear to all. Rules, unsupervised free time and the curfew are clearly stated in the *Under 18 Declaration* document signed by parents.

C8 The school's details, including the emergency contact number, are supplied to parents, guardians, agents and group leaders. Emergency contact details of all students are collected by the school through the application forms completed by all individual students and all students in groups. These are stored in the office. Not all have as yet been transferred to the database to allow for remote access if needed.

Care of under 18s summary

The provision meets the section standard. Staff are fully aware of their safeguarding responsibilities with regard to under 18 students and there are systems in place to ensure students' safety, but weaknesses in the application of safer recruitment procedures must be addressed as quickly as possible.