

Organisation name	Sedbergh International Summer School
Inspection date	9–10 July 2019

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 months. However, evidence must be submitted within three months to demonstrate that weaknesses in W1, W26, S1 and S3 have been addressed.

Summary statement
<p>The British Council inspected and accredited Sedbergh International Summer School in July 2019. 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).</p> <p>This private boarding school offers residential courses in general English for under 18s and for closed groups of under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, premises and facilities, and teaching.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Sedbergh School, an independent day and boarding school in Sedbergh, Cumbria, has been running an International Summer School (SISS) since 2011. Three sites are used during the 2019 seven-week English plus activities programme. Week one is new this year and the emphasis of the programme is on discovery, adventure and outdoor activities. It takes place at a residential activities centre, Brathay Hall, licensed by the Adventure Activities Licensing Authority, and uses SISS staff and activity centre staff and facilities. Some pupils from Sedbergh School also attend and they interact with international students and perform a drama production together. The middle four weeks take place at Sedbergh Preparatory School in Casterton, and the final two weeks at Sedbergh main school in Sedbergh, where students may also take part in activities with English students on sports courses. All three sites were visited and checked for safety and suitability. The main part of the inspection took place at the Casterton site.

The inspection was carried out by two inspectors over two days. Meetings were held with the chief operating officer and bursar of Sedbergh School, the deputy head of Sedbergh Preparatory School, staff responsible for health and safety at both schools, the international marketing executive, the human resources advisor, a manager from the Brathay Trust, the SISS course director/director of studies (CD/DoS), the assistant director of studies (ADoS), the operations director, the activities co-ordinator and the matron. Focus group meetings were held with activity staff, houseparents, teachers and students. Afternoon activities were observed and all residential accommodation at the main school and the preparatory school was inspected. Residential accommodation at Brathay Hall could not be inspected because other groups were in residence. All teachers timetabled during the inspection were observed.

Address of main site/head office

Sedbergh International Summer School, The Bursary, Sedbergh School, Sedbergh, Cumbria LA10 5RI

Description of sites visited

For week one at Brathay Hall (Brathay Hall, Clappersgate, Ambleside, Cumbria LA22 0HP), SISS rents teaching and residential accommodation and indoor and outdoor activities spaces and equipment. The accommodation used by SISS on this 360-acre campus, situated at the head of Lake Windermere, one mile from Ambleside, includes the reception and social area of Brathay Hall, teaching rooms, two yurts for special activities, a dining room, separate residences for boys and girls, with rooms for two to six students and shared bathroom facilities and common rooms, and staff accommodation.

Weeks six and seven take place on Sedbergh School's 200-acre main site. SISS has the use of teaching rooms in the main school building and two residences: a girls' house on four floors with rooms for up to four students, and a boys' residence on two floors with mainly single or double rooms. Both houses have shared bathroom facilities and their own dining room, a special feature of main school residential provision. Indoor and outdoor sports and activities spaces and equipment are available throughout the two weeks.

For the middle four weeks, SISS use the Sedbergh Preparatory School site at Casterton, a small village just over two miles from Kirkby Lonsdale (Sedbergh Preparatory School, Casterton, Kirkby Lonsdale, Cumbria LA6 2SG). On this 80-acre site, the main building provides a reception area, seven classrooms and a computer suite, a dining room, a theatre, a library, staff offices, a staffroom and two residential houses. A sports hall with adjacent swimming pool and an art room are near the main building and are surrounded by sports fields, including an astro-turf pitch, tennis and netball courts, and play spaces and equipment especially suitable for juniors. A third residence is adjacent to the main building.

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

Comments

The core course consists of up to 22 hours of English tuition plus a programme of afternoon and evening activities and excursions linked to the curriculum. For the first time this year, the first week of the course places an emphasis on adventure activities and has fewer hours of English (15 hours). Also, for the first time this year, students can choose to follow an intensive English course leading to and including the opportunity to sit an IELTS test (22 hours). Juniors are aged 8–12 years; seniors are aged 13–16 years.

Management profile

The School is managed by the CD/DoS, overseen by the chief operating officer and bursar from the main school. She is supported by an operations director and an assistant operations director, who manage the activities and residential staff, assisted by the activities co-ordinator and the matron. The ADoS assists with academic management matters and the management of academic staff. Senior managers are aware that the joint responsibilities of the CD/DoS role are difficult to sustain in an expanding summer school and have plans to rectify this for next season.

Accommodation profile

There are three boarding houses at Casterton: Cressbrook (all boys), Beale (junior girls), and Thornfield (senior girls). Rooms are organised in a wide variety of configurations, including some single but mostly shared rooms with multiple beds. Some larger rooms are arranged to provide discrete areas with, for example, two to four students in each area.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values and publicity. Care and thought have been used to produce a well-managed, attractive programme, often in response to feedback from staff, students, parents, and agents. *Strategic and quality management* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable and professional environment for work and relaxation. All three sites were eminently suitable for both the language teaching and the activities elements of these programmes. 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. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. 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 met the requirements of the Scheme. *Teaching* is an area of strength.

Welfare and student services

The provision meets the section standard. The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including out-of-class activities and suitable accommodation. Risk assessment procedures and arrangements for fire drills are insufficiently rigorous.

Safeguarding under 18s

The provision meets the section standard. 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. Some key elements of documentation require attention.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
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.	Strength
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.	Strength

Comments

M1 Sedbergh School has a very clear statement of its goals and values, and they are applied equally rigorously in the summer school. They can be found on the website, in staff and student handbooks and feature in staff and student induction.

M2 Documents recorded very clear objectives, agreed by relevant managers, for the summer school; plans for future developments are outlined, with time scales and named personnel. There was ample evidence of the school building on recognised strengths and examples of what had been achieved so far, such as the new first week course and the IELTS preparation option.

M4 Communication channels work very effectively within the summer school team, and there was clear evidence of very close liaison between the summer school and main school staff.

M7 The school has a well-established tradition of review of systems, processes and practices leading to continuous improvement. The course director, who has worked at the summer school in various capacities since 2013, has weekly meetings with the chief operating officer throughout the year; these are minuted and list findings from evaluation and action to be taken, some of which feed into future plans. (See M2 above.)

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.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Not 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

M9 The 2018 DoS assumed the responsibilities of the course director for 2018–19, but no job description was drawn up for the dual post. A CD/DoS job description was provided before the end of the inspection. It was detailed and specific, but it did not mention the course director's designated safeguarding lead (DSL) responsibilities for the summer school.

M10 The summer school uses the same comprehensive procedures for the recruitment of summer school as for main school staff. Human resources staff have had safer recruitment training and DBS checks are renewed every year even for returning staff and police checks are thorough for staff who have worked abroad. Documentation was not complete for all staff, however, as not all degree certificates were on file and not all copies of qualifications were signed and dated.

M12 Overall, this criterion is met in that disciplinary and capability policies are in place and current staff are aware that appraisals will take place towards the end of their contract. However, although appraisals have taken place in previous years, no records have been kept. The lack of records will be rectified by means of a clear template which has been produced for this purpose.

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 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.	Met

Comments

All criteria in this section are fully met.

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.	Strength
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.	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.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	N/a

Comments

The main medium of publicity is the website. There is also a brochure, fliers and presentation slides used during face to face meetings with agents, schools and at marketing events.

M22 For the most part, publicity gives accurate information which will give rise to realistic expectations of all aspects of the student experience, but one specialist course which is no longer offered remains in the brochure and on the website.

M23 All publicity and information about the provider and the services it offers is very clear. It is well written in accessible English and presented through an easily navigated website, an attractively produced brochure and a set of relevant presentation slides.

M24 Information on courses is detailed and very clear. At the time of the inspection, however, one student was below the minimum age of eight and two were seventeen. In subsequent weeks of the course, there would be one more student over the maximum age and two below the minimum age. Sound reasons were presented for the admission of these students, but there was no statement to that effect in the publicity.

M28 The description of teachers as highly qualified is not reflected in the current academic staff profile.

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.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
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 All three sites are eminently suitable for summer school courses, with well-kept, spacious campuses and well-maintained buildings, which are spotlessly clean. Students and staff are provided with a very comfortable and safe environment.

P3 Brathay Hall and Casterton Preparatory School provide spacious, well-organised dining halls. Sedbergh main school has a tradition of each residential house having its own "house family" dining room, a tradition that is maintained in the two houses used by the summer school students.

P5 Signage is clear. Photographs of staff and of activities are displayed and an ingenious method for signing up for activities has been devised; it works very well.

P6 Staff are well provided with work and relaxing spaces. Managers have offices which are central and easily accessible. Academic and activities staff share two large adjoining rooms, one furnished with comfortable seating and the other with desks and computers. There is sufficient space for storage of resources and personal belongings.

Learning resources	Met
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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
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P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
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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
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P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
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P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
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P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
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Comments

All applicable criteria in this area are fully met.

Teaching and learning

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

T2 One teacher does not have an ELT qualification that meets Scheme requirements. The rationale was accepted in the context of this inspection because the teacher has proven and successful TEFL experience overseas and in the UK, including work with juniors. He has followed an initial TEFL training programme with over 120 hours of input and observed teaching practice, but it was not validated by a recognised awarding body. Good support is available from academic managers.

T4 The DoS is TEFLQ and has a number of years' experience, six at this school. The ADoS also has a number of years of full-time experience, as well as four summers at this school. She is TEFLI and has recently completed one module of a diploma level course. The rationale for her deployment was accepted in the context of this inspection.

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 Although no teachers had been observed at the time of the inspection (second week), all were observed in the third week and evidence of observations was sent subsequent to the inspection.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
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 The course is based on sound principles and is very well structured in order to encourage the development of not only language but also confidence, teamwork and social skills. The weekly themes are closely linked to excursions and activities and work perfectly for weekly roll-on roll-off enrolment. For two afternoons per week, levels within juniors and seniors are mixed, as are teachers, and time is spent either in the local community or on project work.

T13 Written course outlines and intended learning outcomes are not provided for students.

T14 Relevant language skills are developed before, during and after excursions and community involvement sessions, for example, vocabulary for buildings, prepositions of place and simple directions prepared young learners for the visit to a city later in the week. Teachers accompany students on excursions and work closely with activity staff.

T16 Development of student language skills outside the classroom is central to the aims and purpose of the course. All staff were seen to be very firm about the use of English at all times and in all circumstances. Daily lunch is a formal meal with named place settings to encourage mixing of levels, nationalities and ages. Excursions and activities are an integral part of the curriculum.

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.	Strength

T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met
Comments	
T20 One group of students prepare for and take the IELTS test. T21 Very detailed reports are produced for every student, with attainment estimated in line with the Common European Framework of Reference level descriptors. The report also covers all-round performance and development of social skills and includes suggestions for future language development.	

Classroom observation record

Number of teachers seen	Seven
Number of observations	Seven
Parts of programme(s) observed	Four General English, one IELTS Preparation, one Active Communication and one Language Activities
Comments	
None.	

Teaching: classroom observation	Area of strength
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.	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.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
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.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Teachers demonstrated sound knowledge of the use of English and provided generally appropriate spoken and written models. There were some good examples of pronunciation and intonation practice including work on word stress, but opportunities to reinforce pronunciation through means such as the addition of word stress markers on boarded vocabulary were missed.

T24 Content of lessons related well to course objectives and learners' needs, and especially for younger students. Student profiles were helpful and there was some anticipation of learner difficulties, but in lesson plans and in lesson delivery there was little evidence of differentiation.

T25 For the most part, lesson plans were expressed in terms of learning outcomes, well within the course objectives, and delivered through a coherent sequence of activities. Learning outcomes were not always shared with the students, however, and sometimes the emphasis was on the task rather than the language needed to achieve it.

T26 A good range of teaching techniques was seen, including effective eliciting, patient prompting and good concept checking. Teachers used a variety of student interactions, including working in pairs and groups, changing the makeup of groups, cross-group questions and answers and moving students around the classroom. Some particularly good techniques were used with the younger students, whose attention span was short.

T27 Teachers were successful in promoting learning through good use of the classroom space and relevant resources. Boardwork was clear and particularly good use was made of small individual whiteboards for instant checking and data projection. Instructions were clear and understanding of the task was checked.

T28 Feedback from teachers was encouraging and a few good examples of self and peer correction were observed, but, on the whole, most correction came from the teachers.

T29 Evaluation of learning took a number of forms, including checking of previous learning, some quick memory checking from earlier in the lesson, asking for justification of answers given, and short tasks where successful learning was measurable.

T30 There was a positive atmosphere in every classroom, and it was clear that effective learning was taking place. Language level was adjusted to student competence and understanding, there was a good balance of teacher and student talking time and effective use of nomination. Pace was good, tasks were firmly timed, and competition was

used well. Teachers listened carefully and student contributions were valued. Students in the focus group meeting said they were enjoying their English classes and making progress.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to very good, with the average being good. Lessons were well planned, appropriate to the course and to the needs of students. Activities were interesting and, overall, would lead to the achievement of stated learning aims. Classroom management was effective and good use was made of the whiteboard, data projection and teaching resources. Feedback was encouraging but there was a need for more and more varied methods of correction. Instances of evaluation of learning were seen and students seemed to be not only learning but also enjoying the process.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
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

W1 Safety and security is clearly a high priority in the school. However, risk assessments for the buildings in use were provided by Sedbergh main school and had not been adapted for the specific context, and age group of the summer school. A fire drill was carried out at Casterton the day before the inspection began, but no fire drill had taken place in the first week of the summer school at Brathay Hall.

W2 There are comprehensive procedures in place for handling a security or safety emergency on or off-site, including clear guidelines for staff and procedures for communication with all relevant groups.

W3 All staff showed consistent awareness of students' potential needs and who to refer issues to, and job descriptions for all posts include a strong focus on pastoral issues. Support is proactive and age appropriate.

W8 A good proportion of staff are trained in first aid. The school has established arrangements with a local medical centre and dentist, and the matron will accompany students to visit them. There is a sick room facility within the matron's office, and a nurse is available at the main school.

Accommodation (W9–W22 as applicable)	Met
<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.	Met
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 Rooms and bathrooms are cleaned daily, and the houses were spotlessly clean. W11 All accommodation is checked prior to students' arrival and daily room checks are also carried out. W15 Meals are of a high standard, varied and appetising.	
<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	
Met	
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.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength
Comments	
W23 Students are able to choose from a menu and activities staff give lively presentations during lunch to promote and persuade students to join their group. Information is also available on a designated noticeboard where students sign up for their chosen activity. W24 A wide variety of activities is available, wholly appropriate to the age group and range of interests. More popular activities are repeated in order to give all students an opportunity to take part. W25 Teachers are involved with excursions, which are generally well-prepared, and staff are well briefed. W26 Risk assessments for activities are pre-prepared and on a shared drive. However, activity staff did not have access to this drive, risk assessments are not checked before activities take place, they do not include emergency procedures, and there is no system for review. W27 The activities team has been well chosen for the role. All have highly relevant experience and training; some are also professionally trained in specialist areas.	

Safeguarding under 18s

Safeguarding under 18s	
Met	
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.	Not met

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.	Not 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.	Strength
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

All students are under 18.

S1 The safeguarding policy is generally sound and has clearly benefited from the expertise and experience of the main school. However, it does not identify the DSL for the summer school.

S3 Parental consent forms do not provide any information about the level of care and support provided.

S4 Recruitment procedures are extremely rigorous and well documented. All required checks are carried out and returning staff have a new DBS check or update, or police certificate if they have been working overseas.

S5 Supervision is consistent and appropriate. There are good staff-student ratios at all times and supervisors and activity leaders are caring and experienced.

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 Sampling identified the following issue: there was no CLA regulations notice near the photocopier used by academic staff. Evidence of the display of the necessary documentation was sent subsequent to the inspection so this is not a point to be addressed.

Organisation profile

Inspection history	Dates/details
First inspection	July 2019
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	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Sedbergh School

Private sector

Date of foundation	11 April 1996
Ownership	Name of company: Sedbergh School Developments Ltd Company number: 3184583
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	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	N/a	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	8	6
Full-time ELT (15+ hours per week) aged under 16	74	81
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	82	87
Junior programmes: advertised minimum age	8	8
Junior programmes: advertised maximum age	16	16
Junior programmes: predominant nationalities	French, German, Spanish, Chinese	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	7	6
Number teaching ELT 20 hours and over a week	7	
Number teaching ELT under 19 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	2	
Total number of support staff	23	

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	1
Total	2
Comments	

The course director is also the director of studies. She is experienced and is TEFLQ. She does not teach. She is supported by the assistant director of studies who was scheduled to do 14 hours of teaching during inspection week but would normally be scheduled to do 22 hours per week. She is experienced, has two higher degrees and a TEFLI qualification, and is currently doing a diploma level course.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	5
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	1
Teachers without appropriate ELT/TESOL qualification	1
Total	7
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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	82
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	82
Overall total adults + under 18s	82	