Inspection report

Organisation name	Severnvale Academy, Shrewsbury
Inspection date	14–16 July 2015

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. Documentary evidence should be submitted within six months to demonstrate that weaknesses identified under M1, W10, and C3 have been addressed.

Summary statement

The British Council inspected and accredited Severnvale Academy in July 2015. 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 (20+) and vacation courses for under 18s.

Strengths were noted in the areas of staff management, quality assurance, premises and facilities.

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

Organisation profile

Inspection history	Dates/details
First inspection	1989
Last full inspection	November 2011
Subsequent spot check (if applicable)	(August 2011) Noted as it focused on the junior provision
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	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	N/a

Private sector

Date of foundation	September 1982
Ownership	Limited Company
Other accreditation/inspection	ISI

Premises profile

Address of main site	25 Claremont Hill, Shrewsbury SY1 1RD
Details of any additional sites in use at the time of the inspection	Shrewsbury College of Arts and Technology, London Road Campus, Shrewsbury SY2 6PR (Junior Centre, junior programmes, up to 12 rooms)
Details of any additional sites not in use at the time of the inspection	The Gateway Education & Arts Centre, Chester Street, Shrewsbury SY1 1NB (Junior Centre – alternative to Shrewsbury College of Arts and Technology, junior programmes, up to 6 rooms)
Profile of sites visited	The year-round school is based in a period house in the centre of Shrewsbury. The entrance hall gives access to the reception/administration office, two classrooms and the computer suite. Stairs lead up to the three upper storey floors and down to the basement, which has two rooms and an office, all used for guided self-study. On the first floor there is a large student lounge, with a small kitchen and coffee bar at one end, used by both students and staff. The teachers' room is a partitioned area at the far end of the lounge. There is also a reading room and a small office used by the DoS and by other staff on a hot-seating basis. The second floor has three classrooms and a library, which has a small soundproof booth, used for self-access pronunciation practice. On the top floor there are three classrooms and a prayer room. There is a rear garden with outdoor seating, and a covered area for smokers. The summer young learners' programme is based at Shrewsbury College of Arts and Technology, about 10 minutes' drive from the main site. It can provide up to 12 teaching rooms, and a teachers' room where the centre manager and academic manager are based. A large assembly hall is also used, and there are on-site catering facilities.

Student profile	At inspection		In peak week August (organisation's estimate)	
Of all international students, approximate percentage on ELT/ESOL courses	100%		100%	
ELT/ESOL Students (eligible courses)	At inspection Adult centre	Junior centre	In peak week Adult centre	Junior centre
Full-time ELT (15+ hours per week) 18 years and over	31	1	42	1
Full-time ELT (15+ hours per week) aged 16–17 years	0	35	0	35
Full-time ELT (15+ hours per week) aged under 16	0	50	0	50
Part-time ELT aged 18 years and over	0	0	0	0
Part-time ELT aged 16–17 years	0	0	0	0
Part-time ELT aged under 16 years	0	0	0	0
Overall total ELT/ESOL students shown above	31	86	42	86
Minimum age	20	13	20	13

Typical age range	30–39	13–18	30–39	13–18
Typical length of stay	9 weeks	3 weeks	7 weeks	3 weeks
Predominant nationalities	German, Swiss	German, Italian	German, Swiss	German, Italian
Number on PBS Tier 4 General student visas	0	0	0	0
Number on PBS Tier 4 child visas	0	0	0	0
Number on student visitor visas	9	0	10	0
Number on child visitor visas	0	10	0	10

Staff profile	At inspection		In peak week (organisation's estimate)	
Total number of teachers on eligible ELT courses	7	8	9	8
Number teaching ELT under 10 hours/week	0	0		
Number teaching ELT 10–19 hours/week	2	8		
Number teaching ELT 20 hours and over/week	5	0		
Total number of administrative/ancillary staff	10	2		

Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection		
Professional qualifications	Total number of teachers	
Diploma-level ELT/TESOL qualification (TEFLQ)	4	0
Certificate-level ELT/TESOL qualification (TEFLI)	3	7
Holding specialist qualifications only (specify)	0	0
YL initiated	0	0
Qualified teacher status only (QTS)	0	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0	1
Total	7	8

These figures exclude the academic manager(s)

Comments
The DoS (TEFLQ) is excluded since she did not have a timetabled teaching commitment at the time of the inspection. During the academic year, however, she teaches on a regular basis.

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
No students under 20 are accepted on the adult year-round courses. Courses at the year-round school are designed around the needs of individual students and the provision can consist of purely one-to-one or purely group-based

classes, or a combination of the two. Tuition can be provided for between 25 lessons (18.75 hours) and 40 lessons (26.25 hours) per week, and can cover general English, examination practice, or English for specific purposes.
On the junior summer programme two courses are offered: *Starline*, which comprises 20 lessons (15 hours) per week plus a full programme of excursions and activities for students aged 12–16, and *Express* with 28 lessons (21 hours) per week, including classes on two afternoons, plus a full programme of excursions and activities for students aged 15–18.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	27	85
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	1	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	1 (family friend)
Staying in privately rented rooms/flats	3	0
Overall totals adults/under 18s	31	86
Overall total adults + under 18s	117	

Introduction

Severnvale Academy was founded over 30 years ago by two members of the same family, who ran the organisation together until 2014. In September of that year, the school was taken over by new proprietors, another family team of two directors, who are maintaining the tradition of close operational involvement. They are very keen to preserve the ethos of the school as a small, personal organisation catering for the specific needs of its clients, with a stable team of administrative staff and teachers, working closely together with the directors. One of the previous directors remains associated with the school and directs the off-site summer junior course, which was running at the time of the inspection.

The inspection lasted just under three days. In that time the inspectors had meetings with the two directors, the director of studies (DoS), the junior course director, the accommodation manager, the office administrator, and the examinations officer. At both the main school and the off-site junior centre there were meetings with the teachers and a group of students, and all teachers working during the time of the inspection were observed. There was also a meeting with the commercial manager of Shrewsbury College, who is responsible for liaising between the college and the school. One inspector visited four homestays, two hosting juniors and two hosting adults.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 Sampling identified the following issue: the present course structure at the adult school relies heavily on photocopying materials, particularly for the first session of the day, and it seems probable that the limits on photocopying are being breached; the school should review the situation and if necessary seek further advice from the relevant statutory body or obtain independent legal advice.

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 is entirely appropriate for the size of the organisation, with the two directors having a direct overview of most aspects of the operation. There is a strong ethos of consensus and sharing, so that all those involved in the administration of the school are able to cover for one another as necessary. There are clear guidelines and protocols to guide most aspects of the work.
M4 Communication channels are excellent, aided by the fact that the management and administrative team all work from the same office. Informal communication is supported by regular, minuted meetings and effective steps are taken to foster a feeling of team identity both between and among the teaching and administrative staff.
M7 Induction procedures are thorough and extremely well documented.
M8 All staff have already had initial one-to-one meetings with the two directors, and these are to be followed up with an appraisal process involving a mid-year review and an end-of-year formal meeting.

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 Student records	☐	☒	☐	☒	
M14 Student attendance policy	☐	☒	☐	☐	
M15 Conditions and procedures	☐	☒	☐	☒	

Comments

M12 Enrolment procedures are efficient and are handled on a very personal basis, ensuring that students' details and requirements are effectively recorded.
M13 The student records sampled were complete and up to date. It was noted that next-of-kin contact details for adult students were only available on paper and were not shown on the database. This could delay access to these in the case of an out-of-hours emergency.
M15 Conditions under which students may be asked to leave the course are set out in the terms and conditions on the website, and are attached to the abusive behaviour policy. However, they are not written in language accessible to students and do not clearly specify the procedures that will be followed.

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	☐	☒	☐	☒	☐

Comments

M17 Since taking over the school, the two directors have set up reviews of almost every aspect of the operation of the school, and have established procedures to ensure that review continues on a regular basis.
M18 Student feedback is collected online. Returns are high and the feedback is carefully analysed to identify action points. These are noted.
M20 A complaints policy and procedure in graphic form is clearly displayed.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☐	
M22 Realistic expectations	☐	☒	☐	☒	
M23 Course description	☐	☒	☐	☒	
M24 Course information	☐	☒	N/a	☒	
M25 Cost	☐	☒	☐	☐	
M26 Accommodation	☐	☒	☐	☐	☐
M27 Leisure programme	☐	☒	☐	☐	☐
M28 Staff qualifications	☐	☒	N/a	☒	☐
M29 Accreditation	☒	☐	N/a	☒	☐

Comments

Publicity consists of a website and separate brochures for the adult and junior provision, both of which can be downloaded from the website.
M22 In general the information in the publicity is in line with the actual provision, except for frequent claims that the inhabitants of Shrewsbury speak without a 'recognisable accent' and in one case that they speak 'the Queen's English'. This claim is at best tendentious and at worst meaningless. It is also claimed that the teaching team provides 'expert' teaching; in a technical sense few members of the team are expert practitioners, and in a non-technical sense this description would not apply to all of the wide range of teaching seen.
M23 Good course descriptions are provided for the adult courses, but there is very little information about the content or focus of the junior courses.
M24 The initial overview table of the adult courses gives the overall length of the teaching programme in lessons and hours, but all further information about the course components is given only in lessons; information about the junior programme is provided in both lessons and hours. It is not made clear that the school is closed for two weeks over the Christmas period.
M28 Teachers are described as 'well qualified' but a number at the adult centre and all at the junior centre are only TEFLI.
M29 The website displays the British Council logo instead of the Accreditation Scheme marque.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the school operates to the benefit of its students and, overall, in accordance with its publicity. Some aspects of the publicity need attention. Sampling revealed an issue in relation to *Declaration of legal and regulatory compliance* which the provider has been asked to follow up. *Staff management* and *Quality assurance* are areas of strength.

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 facilities	☐	☒	☒	☒	☐
R5 Signage and display	☐	☒	☒	☒	☐
R6 Staff room(s)	☐	☒	☐	☒	☐

Comments

R1 Both the main school and the off-site centre provide a comfortable environment for students and staff.
R2 Both sites are in excellent decorative order and are well cleaned. The college site has recently undergone a programme of upgrading, so that many of the areas used by the summer course have been refurbished.
R3 The classroom facilities at the off-site centre are excellent; at the main site the smaller size of the rooms sometimes hinders circulation space and reduces the chances to create flexibility of layout.
R4 Student relaxation facilities are excellent at both centres, though very different in style.
R5 The signage at the off-site centre is clear and accessible; at the main site the main information display in the student lounge is very attractively maintained and the compact building does not require significant directional signage.
R6 The staffroom area at the main school is compact but adequate for its purpose. Teachers requiring preparation space can usually find an overspill area if needed. At the off-site centre, teachers have a large staff and resources room.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	☐	☒	☐	☒	
R8 Resources for teachers	☐	☒	☐	☐	
R9 Educational technology	☐	☒	☐	☒	
R10 Self-access facilities	☐	☒	☒	☒	☐
R11 Library/self-access guidance	☐	☒	☒	☒	☐
R12 Review and development	☐	☒	☐	☐	

Comments

R7 A good range of print materials for learning and support is available. These have recently been “weeded” and new material is being introduced to take the place of the old resources which have been discarded.
R9 At the off-site centre a good range of educational technology is available but no training has been provided in its use. At the main school, technology is limited. Some classrooms are fitted with large-screen monitors, but there are no computers attached to them, though some laptops are available. Portable CD players were available at both sites.
R10 The basement area of the main school is given over to a self-access/guided learning centre. A range of computers and audio-visual resources is available, supported by print material. On the third floor there is a library with a wide variety of books, and a soundproof booth with recording and playback facilities for pronunciation practice.
R11 Time in the self-access centre is timetabled for all adult students as part of their programme, and the centre is staffed at these times so that guidance and support is readily available.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The learning resources and environment support and enhance the studies of students enrolled with the school, and offer 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 One teacher at the junior centre had a TEFL qualification that does not meet Scheme requirements. T3 The rationale for this teacher was accepted in the context of this inspection. This was the second year he had been employed, following an intensive observation programme and excellent feedback in 2014. T4 The DoS is the sole academic manager. One of the directors has a background in training and is TEFLI; she line manages the DoS and takes a close interest in the academic work of the school, but does not play a day-to-day academic management role.

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	☐	☒	☐	☒	☐
T10 Support for teachers	☐	☒	☒	☒	☐
T11 Observation and monitoring	☐	☒	☒	☒	☐

Comments
T7 Timetabling at the adult school is quite complex because of the range of different course types and the fact that on the general English programme each group is taught by three teachers during the course of the morning. However, it is well managed and no problems were reported. T9 Students may start their course on any Monday at the main school. However, the small scale of operations means that the logistical implications can be managed, and because groups are so small and always focused on the needs of the individuals in the group, new arrivals can be easily integrated. The junior course is organised in two-week blocks to allow for arrivals and departures at different points over the six-week programme. T10 Informal support is available from the DoS and from colleagues. Teachers at both centres praised the quality of the support available and the close team spirit. This is fostered by the timetable structure for the general English programme which means that a group of three colleagues work regularly and intensively with the same group of students. Support is also provided through in-house training sessions and through financial assistance to upgrade qualifications. T11 All teachers are regularly observed and examples were seen of insightful and constructive feedback with the clear identification of areas to be developed.

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	☒	☐	☐	☒	
T15 Study and learning strategies	☐	☒	☒	☒	
T16 Linguistic benefit from UK	☐	☒	☒	☒	

Comments
T12 The existing course structure for the general English component of the adult courses and for the junior courses has been developed over a long time and reflects explicit principles about the range and type of input and activities that will lead to effective learning. T14 Teachers produce weekly schemes of work, but information about the topics/focuses of the week's work is not made available in written form to the students. T15 The regular, systematic and guided use of the self-access centre is a valuable way of helping the students to acquire and develop learning strategies. T16 Adult students are presented with a wide range of opportunities to use their language outside the classroom, and the respective leisure and excursion programmes available to both sets of learners encourage and support this.

Learner management

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

Comments

T18 Adult students are able to take a progress test at any time in their course, and regular tutorials (every four to six weeks) for long-stay students enable objectives to be set and reviewed.

Classroom observation record

Number of teachers seen	7 (main school: adults)	8 (off-site juniors)
Number of observations	7	8
Parts of programme(s) observed	General English; business English	Reading/writing block

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	☐	☒	☐	☒	
T24 Appropriate language	☐	☒	☐	☒	
T25 Planning content	☐	☒	☐	☒	
T26 Coherent and relevant activities	☐	☒	☐	☐	
T27 Classroom management	☐	☒	☐	☒	
T28 Teaching techniques	☐	☒	☐	☒	
T29 Student engagement	☐	☒	☐	☒	
T30 Sensitivity and learning atmosphere	☐	☒	☐	☐	

Comments

T23 In the better lesson segments observed, teachers provided clear and systematic modelling of the target language and showed good language awareness. There was a good focus on pronunciation, which was well exemplified and explained. In a few cases the language used was rather unnatural.
T24 Most teachers were able to adapt their language well to the level of the class, and in some cases clarified language use with reference to the student's native language.
T25 In most cases lesson plans were based on appropriate topics for the class and focused on specific and relevant skill areas. In some classes the content lacked challenge for the students, and the aims set out were unclear and/or unrealistic.
T27 Very little use of audio visual material was seen in classes observed or in lesson plans. Use of the whiteboard varied considerably; some teachers used colour effectively and had clearly planned the layout of their board to maximise the clarity of the information presented, while in other cases boards were messy and sometimes almost illegible.
T28 The better teachers were clearly comfortable using a wide range of appropriate techniques. Good use was seen of elicitation and different types of nomination; the pacing of these lessons was good, there were smooth transitions between the different phases of the lesson, and a variety of different types of interaction was created. In the weaker segments, the pace was too slow, and there was too little checking and feedback on the students' production.
T29 Student engagement reflected the different approaches taken by teachers and outlined in T28 above. In a number of classes students were clearly engaged by the teacher's ability to involve them in the activities, and the impression that the teacher was working with them. In classes with a slower pace, students (especially on the junior programme) struggled to remain on task and were sometimes not helped by rather muddled instructions.

Classroom observation summary

The teaching observed met the requirements of the Scheme. One lesson segment observed was found to be unsatisfactory but the others ranged from satisfactory to outstanding, with most being in the range of satisfactory to good. Overall teachers had sufficient knowledge of the language systems and structures and could use this knowledge to adapt their own language to the level of the class and offer appropriate models of the language in use. Planning was thorough and effective, though in a few cases the aims identified were unrealistic for the time available. The delivery of the classes varied considerably, with several examples of excellent practice based on familiarity with a good range of teaching techniques; in other cases teachers were clearly less experienced, and this sometimes resulted in a slow pace and an over-reliance on a limited range of classroom techniques.

Teaching and learning summary

The provision meets the section standard. With one exception, the teachers have appropriate qualifications and sufficient support is available to ensure that their teaching meets the needs of the students. Programmes of learning are managed for the benefit of the 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 Adult and junior students study on different sites. Provision for the safety and security at the junior centre is very good. Junior students are bussed to and from their hosts; they wear lanyards at all times and are accompanied from the coach park to the building and from the assembly hall to the classrooms. There is a receptionist at the front entrance and visitors are required to sign in. There is CCTV in operation at the entrance and common areas of the building. At the adult centre, visitors are only seen entering by staff if the front desk is staffed. The front door is unlocked and the buzzer system is not in operation.
W6 Transfer arrangements are efficient and, particularly in the case of meeting junior students at airports, rigorous and detailed to ensure the safety of students at all times.
W7 Adult and junior student handbooks provide a wide range of information and advice. The language in the handbooks is complex and inaccessible to some of the students.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers homestay accommodation to all students, and hotel accommodation is arranged for adult students on request. At the time of the inspection no hotel accommodation was being used. Homestay accommodation is managed by the school's part-time accommodation and welfare officer, whose role is covered by the office manager and school directors on her days off. The school benefits from being the only accredited provider in the local area and has a long-standing relationship with many of its hosts.
Students on the junior summer programme are all in homestay accommodation and, as noted in W1, are brought to the junior centre by coach every day.

One inspector visited two adult and two junior homestays. The two adult homestays were very satisfactory, with welcoming hosts and comfortable accommodation. One of the two junior homestays did not offer sufficient space for the two resident students. See W9.

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	☐	☒	☐	☒	☐
W14 Student feedback	☐	☒	☐	☐	☐
W15 Meals in homestay/residences	☐	☒	☐	☐	☐

Comments

W9 One of the junior homestays visited offered a very small bedroom for two students. There was no table for private study in the bedroom so students had to use a table in the living room or kitchen, both of which were in use by the host as well. There was inadequate hanging or drawer space for clothes in the bedroom.
W10 Homestays are inspected before students are placed. The *Host family registration form* gives useful guidance on the steps hosts can take to draw up a fire risk assessment, and asks them to sign to confirm that they have carried one out. However, no physical check is made that an assessment is in place.
W11 Homestays are re-inspected every two years but although the Family updating form asks for confirmation of regular review of the fire risk assessment, records show no evidence of a physical check of this document.
W13 Students receive detailed and useful information about travel between the point of arrival and the accommodation as well as from the accommodation to the school.

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

None.

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
W25 Hotel accommodation can be booked by the school on request. The school bases its recommendations for hotel accommodation on student feedback.

Leisure opportunities

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

Comments
W26 Students on the adult programme receive detailed and regular information from notices, announcements and via the school's social media sites. The school facilitates visits by helping to book tickets and advising on travel arrangements, and students can receive discounts on some local events and services with their school identity card. W27 There are comprehensive and well-established leisure programmes for both the adult and junior students. Adult students have a varied bi-weekly leisure programme, regularly attended by school staff as well as the programme organiser. The school has negotiated a discount scheme in the local area to encourage students to use local facilities and amenities. The junior leisure programme, which runs six days a week, is very well organised and varied, though there is little advice available for free time, especially on Sundays.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The junior premises provide a secure environment, and provision for pastoral care for both adults and juniors is good. Accommodation provided is generally suitable and the management of the accommodation systems works to the benefit of students, though the procedures for evaluating the safety and suitability of homestay accommodation need attention. The leisure programme is varied and well organised.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☐	☒	☐
C2 Guidance and training	☐	☒	☐	☒	☐
C3 Publicity	☒	☐	☐	☒	☐
C4 Recruitment materials	☐	☒	N/a	☐	☐
C5 Suitability checks	☐	☒	N/a	☐	☐
C6 Safety and supervision	☐	☒	☐	☒	☐
C7 Accommodation	☐	☒	☐	☒	☐
C8 Contact arrangements	☐	☒	☐	☐	☐

Comments
Under 18s are enrolled on junior courses in July and August. At the time of inspection there were 86 students on the junior summer programme. There are no under 18s enrolled on adult courses at any time during the year. C1 There is a comprehensive safeguarding policy in place, though some of the language is complex and inaccessible to students, and possibly to hosts. The school director is responsible for the policy's implementation. C2 All staff sign to confirm they have read the safeguarding policy. All school staff have received basic awareness training; the director of studies (the designated officer) has received advanced training; the school director has received specialist training. C3 It is not clear from publicity or pre-enrolment information that Sundays are free days, and there is no information about the supervision arrangements during this time. C6 The junior leisure programme is well organised and managed by experienced staff, and supervision ratios are

sufficient. There are rules preventing under 17s from visiting the town centre unsupervised in the evening, but no rules about visiting other attractions located outside the town centre, such as the bowling alley. There is not sufficient guidance for students about what to do on Sundays, when there are no scheduled leisure activities.
C7 There is guidance for homestay hosts regarding the hosting of under 18s, though there is insufficient advice and guidance about what students can do on Sundays.

Care of under 18s summary

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school leisure activities and accommodation provided, though there is a need for guidance to hosts and students to include more rules and advice about free time activities.

Report expires 31 March 2020