

Organisation name	Sidmouth International School
Inspection date	1–3 August 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 <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Sidmouth International School in August 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 (18+), general English for under 18s and for closed groups of under 18s, and vacation courses for adults (18+) and under 18s.

Strengths were noted in the areas of staff management, quality assurance, publicity, premises and facilities, academic management, course design, care of students, accommodation, leisure opportunities, and care of under 18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	1987
Last full inspection	August 2013
Subsequent spot check (if applicable)	N/a
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	Externally validated initial TESOL course 4 weeks in May, October and February
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1976
Ownership	Limited company: Turngiant Ltd, trading as Sidmouth International School Company number:2035395
Other accreditation/inspection	N/a

Premises profile

Address of main site	May Cottage, May Terrace, Sidmouth EX10 8EN
Details of any additional sites in use at the time of the inspection	Victoria House, 123 High Street Sidmouth EX10 8LB New School, 33 Connaught Road, Sidmouth EX10 8TT Old Exchange, Radway Place, Sidmouth EX10 8TW Heydons Hall, Heydons Lane, Sidmouth EX10 8NJ Rugby Club, Heydons Lane, Sidmouth
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school operates from four different premises, all within a five-minute walk of each other and all in the centre of Sidmouth. Each is used by a different age group: May Cottage for adults, Heydons Hall for young learners (8–13), New School for teenagers (14–17) and Victoria House for young adults (16–18). In addition, another building, The Old Exchange, provides recreational space for the teenagers and young adults, while Sidmouth Rugby Club (which is adjacent to Heydons Hall) offers young learners both indoor and outdoor space for breaks and lunchtime. Adults use the lounge and patio at May Cottage. Other buildings between May Cottage and Victoria House hold a meeting/conference room with sitting area (Connaught Room) and a teachers' room. In all, there are 23 classrooms spread over the four sites. The general reception, as well as office space for the administrative and academic staff, is located in May Cottage, which is, in effect the 'Head Office'.

Student profile

	At inspection	In peak week: July (organisation's estimate)
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	24
Full-time ELT (15+ hours per week) aged 16–17 years	36	43
Full-time ELT (15+ hours per week) aged under 16	66	127

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	123	194
Junior programmes: advertised minimum age	8	8
Junior programmes: actual minimum age	8	8
Junior programmes: advertised maximum age	17	17
Junior programmes: actual maximum age	17	17
Junior programmes: predominant nationalities	French, Swedish, Italian, Spanish	German
Adult programmes: advertised minimum age	18+	18+
Adult programmes: actual minimum age	19	20
Adult programmes: typical age range	19–53	20–66
Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	None	None
Number on PBS Tier 4 General student visas	N/a	N/a
Number on PBS Tier 4 child visas	N/a	N/a
Number on short-term study visas	22	21

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	17	20
Number teaching ELT 20 hours and over a week	12	
Number teaching ELT 10–19 hours a week	5	
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	6	
Total number of support staff	12	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
Total	2
Comments.	
Neither the Director of Studies (DoS), nor the Assistant Director of Studies (ADoS) was scheduled to teach during the week of the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	13
Holding specialist qualifications only (specify)	0
YL initiated	0

Qualified teacher status only (QTS)	1
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	17

Comments

One teacher has a teaching qualification in modern languages.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school runs year-round general and intensive English courses for adults of 15 or 21 hours of English, and for under 18s of 21 hours of English. The school also runs examination preparation courses of 21 hours a week, one-to-one classes (which can be added to the general English course), business English courses, initial teacher training and teacher development courses. English for mature students (50+) courses of 15 hours of English plus a social and leisure programme are offered twice a year.

During the summer months (mid June to the end of August), there are also vacation courses for under 18s in four different age groups: juniors, aged 8–11, tweens, aged 12–13, teenagers, aged 14–17 and young adults, aged 16–18. Adult classes are for students aged 18+. Students aged 16–17 can choose whether to join a teenager or young adult course. Vacation courses are also offered at Easter.

The majority of the students (approximately 80 per cent), both year round and in the summer, are under 18.

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	18	93
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
Arranged by student/family/guardian		
Staying with own family	N/a	9
Staying in privately rented rooms/flats	3	N/a

Overall totals adults/under 18s	21	102
Overall total adults + under 18s	123	

Introduction

Sidmouth International School (SIS) is a long-established, family-run school, founded in 1976. The present director and managing director took over in 1998, with the director being largely responsible for staffing and all aspects of student welfare, while the managing director assumes responsibility for marketing, finance, estates and premises. They are assisted by a general manager, who is responsible for the day-to-day running of the organisation.

Most of the senior members of staff have been in post for many years; the DoS and ADoS have been at the school for 20 and 18 years respectively. A large proportion of the summer staff return each year (13 of the 17 teaching during the week of the inspection), as do the students and group leaders.

The inspection lasted three days. Meetings were held with the director and managing director, the general manager, the accommodation and welfare officer, the social activities organiser, a group leader, the director of studies and the assistant director of studies. Group meetings were held with three different groups of students (adults and young adults, teenagers, and juniors and 'tweens'), a group of activity leaders and two groups of teachers (one of ten teachers, the other of seven). All teachers timetabled during the inspection were observed and one inspector visited three homestays.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 Although the organogram does not indicate lines of responsibility, the management and administrative structure is clear to all staff, and management and administrative staff are able to cover for each other.

M3 All staff have clear job descriptions which are regularly updated. The responsibilities of the designated safeguarding leads and designated safeguarding persons are outlined.

M4 Communication within the school and also with homestays, drivers and the local community is good. The majority of communication is informal, but scheduled brief meetings each morning ensure that important issues can be identified and followed up. More formal, documented, weekly teachers meetings are held, as well as occasional inter-departmental meetings where major issues are discussed, for example, writing a new student handbook and introducing safeguarding measures.

M5 Human resources policies are good. Recruitment procedures are in line with safer recruitment best practice, there are clear, documented procedures for selecting and interviewing staff and clear policies on issues such as

maternity/paternity pay and sick leave. Staff commented on the care and support offered by management in dealing with matters such as pay and pensions.

M7 All teachers and activity staff receive paid induction before the start of their employment. Checklists ensure that all significant points are covered and staff are given copies of all the relevant documents and policies, which they are asked to read, and sign to say they have done so. In addition, administrative staff are given time to shadow their predecessor. A recent administrative appointee also sat in on English classes.

M8 All staff working longer than six months receive an annual appraisal, called a 'tutorial' by the academic management team. Forms are clear and allow for considerable input from employees. Teachers on shorter term contracts receive a shorter tutorial from the DoS or ADoS, while activity leaders complete a short appraisal form, and receive feedback from a senior activity leader.

M9 Professional development is highly valued in the organisation. Administrative staff receive training in issues such as safeguarding and first aid, and also in broader areas such as managing teams, and managers have attended relevant training. Teachers receive financial support, as well as encouragement, to attend relevant external training events and to update their qualifications.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Contact details	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M10 All staff are friendly and courteous to students and visitors. Students are known by name and issues are dealt with on an individual basis. The administrative team is able to cover for each other and steps are taken to ensure sufficient staff are available at busy times.

M11 Most course information is straightforward, and choice depends on the student's age. Any further information, for example about whether to take examination preparation or one-to-one classes, is dealt with on an individual basis through email contact.

M12 The enrolment procedures are managed efficiently and effectively. Cancellation and refund policies are clear, available in the publicity and confirmed in subsequent communication from the school. The general manager is able to use her discretion to modify the cancellation terms and was able to provide recent evidence of this.

M13 Contact details are collected from registration forms and kept in paper files. All the relevant information is collected for under 18s; however, a sampling of files revealed that emergency contact details for adults are not obtained. The system of relying on paper files means that contact details are not as accessible as they should be. Changes to deal with both issues were being put in place immediately after the inspection.

M14 The student attendance and punctuality policy is entirely appropriate and explained to staff and students through their respective handbooks. This is further reinforced at induction meetings. Under 18s are required to check in at five separate points during the day and any lateness or absence is immediately followed up. (See C5). Comprehensive records log all absences and the reason for these.

M15 A clear disciplinary procedure outlines the three stages of the process. This is communicated to staff and students in their handbooks, and re-iterated at the induction meetings. A yellow and red card system is used with younger students, with a red card meaning that parents and agents are informed. The final sanction of being sent home has been used once since the last inspection.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M16 All points raised at the previous inspection had been dealt with, with the exception of the updating of the British Council marque on some print publicity, which is scheduled for the next print-run, in September 2017.

M17 Management is committed to continuous improvement. A number of meetings are held during the year at which all aspects of the provision are discussed and evaluated. Evidence from feedback, observations and inspections is collated and used to inform developments. (See M18.)

M18 The student evaluation process is rigorous. Feedback is collected from students at the beginning and end of their courses. Each department head (academic, accommodation, activities, and management) signs to note that they have seen the feedback and they log any action taken. At the end of the summer, all the feedback is collated, graphs produced and analysed and action to be taken is noted.

M19 Staff give feedback informally through their weekly staff meetings and other points of regular contact, and more formally through their appraisal interviews.

M20 The complaints procedure is clear and thorough and explains the final recourse of contacting English UK. All complaints are taken seriously, whether made internally, by staff or students, or externally, by a member of the general public. The inspectors were able to see evidence of a recent complaint made by a member of the public, which had been dealt with swiftly and appropriately. The action taken had been logged.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The main medium of publicity is the website, which was redesigned in 2015, but the school also uses brochures with course-specific inserts and is beginning to use social media.

M21 Publicity is written in clear and accurate English. The use of a question and answer format is helpful to readers with more limited English.

M22 The text and photographs give rise to entirely realistic expectations of the provision. No stock photographs are used. A video embedded in the website is clear and helpful and testimonials used are kept on file with evidence of permission having been given.

M25 Course descriptions give clear lists of what is and what is not included in course fees. The fees themselves are available on the printed inserts, which are available on the website as 'course information' downloads. However, it is not immediately obvious that this is where information on fees will be found.

M26 The school does not use an accommodation agency. The information about homestays is clear, accurate and useful. The photographs used are representative, and the description of the majority for adults and teens being within walking distance (25 minutes) is accurate.

M27 The substantial leisure programme is described accurately and clearly. Most activities are included in the course fees and those for which there is an additional fee are clearly indicated. There is a separate print insert about the social programme which is sent out electronically with enquiries.

M29 The Accreditation Scheme marque is widely used and mostly used accurately. In some areas, for example on the last slide of the video and on the back of student folders, an out-of-date version is being used.

Management summary

The provision meets the section standard and exceeds it in some respects. Staff are managed well, with concern for their welfare and professional development. Administrative systems are efficient and effective, although weaknesses were identified in the collection of emergency contact details for adults. There are robust systems in place for ensuring quality assurance, and publicity is clear and accurate. *Staff management, Quality assurance and Publicity* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The four different teaching premises provide sufficient space for the students that use them. Considerable thought and attention has been given to making the best use of the various buildings to provide a suitable, comfortable environment for staff and students.

R2 The premises are reviewed bi-annually and a schedule of repairs carried out. All the premises, including the patio areas, are in a very good state of repair and cleanliness.

R4 Students have various different relaxation areas. Older students and adults can buy food from a number of outlets all within a few minutes walk of the school. Junior students have packed lunches which they eat at the rugby club or the 'Old Exchange'.

R5 Signage is clear and the many display boards are used well to establish a coherent identity between the different sites, and to provide an interesting and stimulating learning environment.

R6 The staffroom is bright and light with comfortable seating as well as working and storage space. In busier times teachers can use the seating area of the Connaught room and in good weather, the patio outside. A small, separate kitchen is used for making tea and coffee and heating up meals. The staff commented positively on their staffroom.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

R7 Students use a variety of materials selected from different coursebooks and skills books. The ADoS felt there was a lack of appropriate published material for short courses in general and young learners in particular.

R8 There is a wide collection of books for teachers, including a range of appropriate methodology reference books and relevant journals and a filing cabinet of themed resources. All the materials are very well organised, clear and accessible and the ADoS is proactive in directing teachers towards materials thought to be of interest to individual teachers.

R9 There are televisions in most classrooms, as well as cassette or CD players, and an interactive whiteboard in the Connaught room. The academic management team do not want to be technology driven, believing that this is not what their students want.

R10 A room in the eaves of May Cottage has recently been turned into a self-access 'library', with six laptop computers, magazines and a selection of laminated materials for students to use.

R11 Suggestions for further study are contained in folders in the library. The academic managers' office is next to this room and the DoS or ADoS are on hand to assist if necessary.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The various different premises are used well to cater for the different student groups and are very well maintained. The learning and teaching resources are

appropriate and organised to encourage use. The environment supports the studies of students and the work of 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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T1 Three teachers did not have a Level 6 qualification. Detailed and thorough rationales were provided, which were accepted in the context of this inspection.

T4 Both academic managers are TEFLQ and have worked at the school for many years.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teachers are allocated to courses in pairs, or 'pods'. This works as a supportive mentoring system, with less experienced teachers paired with those with more experience. Teachers commented positively on the system.

T8 The DoS and ADoS are not timetabled to teach at the same times, so are able to cover. One of the activity leaders is TEFLI and also able to cover, and there is a list of other suitably qualified teachers the school can call on if necessary.

T9 Continuous enrolment is explained to both students and staff in their handbooks. It is framed positively and procedures are in place for giving continuing students meaningful work while new students are tested. Care and attention is given to ensuring that newcomers are made to feel welcome in their new classes.

T10 Teachers receive a great deal of informal support on a daily basis from the DoS and ADoS. There is also a weekly teacher meeting and regular in-service development sessions, designed in response to observation and student feedback. Teachers are encouraged to attend external events, with financial support available if necessary, and longer-stay teachers are developing personal portfolios of their professional development.

T11 Various types of observation are offered: drop in, formal, professional development, self and peer. A great deal of time and attention is given to this area, tailoring the observation to fit the specific teacher and their stage of development. Teachers reported finding observation feedback, both oral and written, useful and constructive.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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Comments

T12 Course design is based on a negotiated syllabus. A needs analysis done each week highlights areas for development which teachers then use to plan the following week's course. Materials in the staffroom give teachers guidance for linking specific areas of different coursebooks and extra materials to the common European framework. The main focus during the summer courses is on speaking and listening.

T13 Courses are reviewed each week in the light of student feedback together with teacher observation. (See T14.) At the end of the summer all courses are reviewed and changes made. A recent example of this was the decision to schedule 90 rather than 45-minute lessons.

T14 A course plan for the week is put up in each classroom. At the end of the week records are collected of what actually took place and these are used to inform decisions about future courses and as a basis for reflection in the teacher 'tutorials'. These records are not made available to students.

T15 A section on study and learning strategies is contained in the very effective teacher welcome pack. It is an important aspect of course provision, with a weekly learner-training session forming part of each week's timetable.

T16 Students are given suggestions for talking to their homestay providers, and quizzes to encourage interaction with different staff members.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 The student-centred focus of the school starts with the placement test. Students choose which placement test to take, from a selection of five different levels. This is followed by a speaking activity, where students work in pairs to interview each other, while a teacher assesses their oral abilities. The academic management team reported that placement is largely accurate as a result.

T18 Longer-stay students (four weeks if teenagers, six weeks if adults) are offered individual tutorials which look at academic and pastoral issues. All students have a weekly 'learning check' timetabled, where students measure their progress against the relevant 'can do' statements and weekly objectives.

T19 Few students choose to take examinations, but those that do are given individual guidance by the DoS.

T21 All junior and 'tween' students receive a handwritten report on their progress and behaviour, as well as a certificate. Academic reports are otherwise available on request.

T22 The director is able to give information and advice on accessing mainstream education on the rare occasion that this is requested.

Classroom observation record

Number of teachers seen	17
Number of observations	17
Parts of programme(s) observed	General and vacation English, for adults and under 18s

Comments

A one-to-one class and the methodology component of a teacher development course were not observed. Both teachers on these courses were observed teaching general or vacation English classes.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Most teachers demonstrated a sound knowledge of the linguistic systems of English, with some showing particularly good awareness of phonology and style or register. Models of spoken and written English were generally accurate.

T24 All lesson plans were detailed and thorough. Teachers and academic managers had produced useful student profiles, showing they knew their students well. Content chosen was appropriate and materials were often adapted or supplemented to engage the interests and needs of the particular learners.

T25 All lesson segments observed had a logical, coherent sequence of activities, which helped to achieve the aims set out in the lesson plan and in the weekly scheme of work. Teachers often referred back to language already learned, or forward to a session which would practise other elements. However, these learning outcomes were not made overt to the students. (See T29.)

T26 A variety of teaching techniques was observed. These included elicitation, pair work, group work, memory activation and controlled oral practice of phonological elements, including stress, rhythm and intonation. Less in evidence were sound procedures for checking concept or activities including movement for the younger learners. T27 Instructions were generally clear and resources handled well. In better segments there was good use of the whiteboards, with a purposeful use of colour, but in others teachers noted random words, without relevant phonological or grammatical markers. Classroom layouts were not always altered to facilitate greater student-student interaction.

T28 There was some good monitoring and individual feedback, but opportunities for grammatical correction were often missed.

T29 In all lessons observed, tasks had been designed so that students were able to notice their learning. In the better segments, students were actively encouraged to tackle progressively more difficult tasks and were able to see their progress and gain in confidence as a result. However, this was not then overtly tied to learner outcomes.

T30 Teachers used language appropriate to the level and age of their students. Students were engaged and at ease in all classes observed, creating a positive, purposeful learning atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The standard of teaching ranged from satisfactory to very good. Teachers generally demonstrated a sound knowledge of the language being presented with excellent work on pronunciation in some classes; the content of lessons was relevant and resources were well used. The learning objectives and outcomes were appropriate, though not always made evident to the students. There was an emphasis in the lessons on confidence building, entirely suitable for a short vacation course, but this need not have precluded more work on correction. Some lessons for younger learners were rather sedentary but students were positive and engaged in all classes.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The teaching and academic management teams are appropriately qualified and teachers are well managed. Course design is innovative and student centred, as are the systems for placing students and measuring progress. The teaching observed met the requirements of the Scheme. *Academic management* and *Course design* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 Safety and security measures are good and are the responsibility of one of the directors. Buildings risk assessments are thorough, expressed in practical terms and updated annually. Details, such as keeping a store of grit for the patio in winter, are attended to. Site maintenance inspections are undertaken twice yearly, and teachers have a maintenance checklist in their classrooms. An emergency plan is in place, with responsibilities clearly assigned. Fire-drills are undertaken annually, but this was changed to twice-yearly immediately following the inspection.

W2 There is an explicit policy on pastoral care, and all staff, including homestay hosts and drivers, are encouraged to be aware of students' pastoral needs. Information about who to see with a particular problem is in the student handbook, and re-iterated at induction. Very specific arrangements are made for young learners through the ADoS and the social activities organiser and his team of activity leaders.

W3 Young learners have the names of activity leaders and the director in their welcome packs. All staff are easily accessible to students and a quiet room is readily available if necessary.

W4 SIS has very wide-ranging policies and practices for dealing with abusive behaviour. "We are a bully-free school" is proclaimed in the student handbook; this was noticed and appreciated by students in the focus group. Staff are given Prevent training, and awareness is high. There is an on-line safety agreement for students.

W5 The emergency contact number is in parental and homestay host documentation, the student handbook and on students' ID cards.

W6 Appropriate information is available for teens and adults. Young learners must be brought to school by their hosts, but a mini-bus service is also available for those hosts who prefer it. Free transfers to and from Heathrow are available for students at the beginning and end of courses and an escort service, within a given time frame, is mandatory for students of 14 and under. Transfer arrangements are complex but successful, and designed to limit waiting time for individuals. All risks are foreseen and planned for; for example, a back-up minibus is taken, as well as coaches, to collect any delayed arrivals.

W7 Relevant, comprehensive information is provided before and on arrival. Different age groups are catered for with differentiated, well-presented welcome packs and separate induction programmes.

Accommodation profile

Comments on the accommodation seen by the inspectors

All the homestays on the school's books are exclusive to SIS. Homestay hosts accepting young learners all have young children of their own, so have experience of the age group. The school can also provide homestays which will accommodate both parents and children. Adult and teenage students whose homestays are more than a 25-minute walk away from the school are provided with bus passes at no extra cost.

Three homestays were visited, one accommodating adults, one teenagers, and one young learners. The former two were in houses within easy walking-distance of the school, and the latter was in an outlying village; locations conform to the information provided by SIS in publicity. The hosts of the young learner made use of the minibus service.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 All three homestays visited were of a high decorative standard; students' bedrooms were spacious, and in one case a dedicated bathroom was available. Wi-Fi was freely accessible and hosts provided a generous laundering service.

W10 All accommodation is first inspected by the accommodation and welfare officer, who also meets the main host, and, in order to check the whole household, this is followed up by the director who visits at a time when she is able to meet all household members.

W11 All hosts are re-inspected every two years. Visits are recorded on the database and up-coming visits are signalled. Student feedback is logged.

W12 The database was completely up to date with detailed records of revisits to the dedicated homestays, Gas Safe certificates, and fire risk assessments. A very helpful guide to writing fire risk assessments, as well as a pro forma, is provided to hosts.

W13 Detailed information about the hosts and household is provided, including children's names and ages and any pets. The student and the host are encouraged to communicate prior to arrival and to exchange photos. The walking distance from the school is given, and whether the student is entitled to a free bus pass as their homestay is more than a 25-minute walk from SIS.

W14 At induction the accommodation and welfare officer is introduced to students; noticeboards also contain this information. Activity leaders and drivers are primed to pass on any information if there is an inkling that young learners may be unhappy. Initial and final feedback on homestays is sought. There was ample evidence that any dissatisfaction, minor or major, is quickly dealt with by the accommodation and welfare officer.

W15 In the focus groups and in the written evaluations students gave very positive feedback on homestay meals. Young learners receive a packed lunch from their hosts, and teenagers are allowed to buy lunch in the cafe or supermarket opposite the school. They are monitored by the activity leaders, both for good behaviour and responsible purchases. The tone for healthy eating is set by the school, with Wednesdays designated 'healthy eating day', when fruit is provided. These procedures are all clearly outlined in publicity.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W17 The host handbook sets out the rules, which the hosts and their students are expected to follow and the hosts visited were well aware of the rules. Terms and conditions are explicit and adhered to by both parties. The school organises a social/information-sharing event for hosts where issues can be aired and shared; those hosts visited reported finding it very useful.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W25 The school does not recommend other accommodation, but shares information with parents about self-catering, bed and breakfast and hotel accommodation in the area when asked.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Stimulating, well-presented noticeboards throughout SIS provide information about the school's social programme and also about events taking place in the local area, such as films and guided walks. The school will also arrange for students to take part in activities, such as horse-riding, which are outside the school's own programme.

W27 SIS offers separate social programmes for adults, teenagers and young learners, led by a trained, enthusiastic member of staff with close knowledge of the local area. Young adults are able to choose between the teenagers' programme and the adults', and they appreciated this flexibility. The ability to plan ahead and be innovative when adapting to weather conditions was evident during the inspection. Excursions are very well-prepared and more knowledgeable activity leaders induct team members less familiar with the venues.

W28 Health and safety is a primary concern for the director, and this is a feature of all activities, and in particular the leisure programme. Risk assessments are living documents, with the opportunity for leaders to feed back on their utility. At daily briefing meetings of the activity team, leaders are rehearsed in their use, and in how to respond in emergencies. They carry first-aid kits and student lists, which include students' mobile numbers, on all excursions.

W29 The activity leaders are selected for their ability to work with young learners and teenagers, and for their sporting, artistic and vocational training. When activities such as paddle boarding are offered, the leaders work alongside qualified, experienced specialists.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The school prioritises the needs of students for security and pastoral care. Homestay accommodation is of a high standard and is well managed. Students have access to a wide programme of visits and excursions which exploit the local area effectively, and an activities programme well adapted to their ages and interests. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

There were 102 students under 18 at the time of the inspection (approximately 80 per cent of total student numbers). This reflects the proportion of under 18s to adults in general over the year.

C1 The safeguarding policy is very thorough, comprehensive and up-to-date. It includes all the points mentioned in this criterion, and is totally relevant to the school's context. It is clearly derived from the collaborative ethos of SIS.

C2 The policy makes it clear that all staff have safeguarding responsibilities, but as the school functions on a number of sites, three staff members have designated safeguarding and child protection responsibilities and have specialist training, though it is clear who is the designated safeguarding lead (DSL). The policy is sent to all new

staff with their contracts, and there is basic awareness training for all staff and homestay hosts, who sign to confirm that they understand their responsibilities. SIS's prevailing culture of care also means that students are not only told about it in their handbook, but are aware of the importance of being 'safe and kind'.

C3 The website, under 'Care of under 18s', gives a clear picture not only of the arrangements for pastoral care but also of the philosophy that underlies it. The home page also sets the tone by stating that SIS is committed to the safety and well-being of their students.

C4 All staff, taxi drivers and all those over 16 in the homestay household are DBS checked.

C5 The school buildings on the various sites are dedicated to particular age groups, and staff student ratios are well within safety parameters. There are very clear rules for what students in the different age-groups may and may not do, which are contained in the welcome packs and explained at induction. Teenagers and young adults sign a 'contract.' Young learners' attendance is checked at five points in the day, and activity leaders provide supervision at break times, and to and from activities. The rules seemed thoroughly understood, and adhered to, by both staff and students.

C6 The rules referred to above also cover between and outside scheduled activities. The homestay hosts are very clear, about rules, especially the time at which students have to be at home in the evening. However, although free time arrangements for 'tweens', teens and young adults are clearly explained in publicity, the parental consent form does not contain this information.

C7 All aspects of the criterion are met. The four different sites are used for the different age groups, ensuring that under 18s and adults do not share premises. Each age group has appropriate meal arrangements, with under 14s having all meals provided and students aged 14 and above being able to buy lunches locally, under the supervision of activity leaders. These arrangements are made clear to parents/guardians prior to enrolment.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. The school is extremely thorough in its approach to safeguarding. Policy and procedures for under 18s are well developed and widely understood. *Care of under 18s* is an area of strength.
