

Organisation name	St Brelade's College, Jersey
Inspection date	12 - 15 August 2014

Section standard	Met	Not met
<b>Management:</b> 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"/>
<b>Resources and environment:</b> 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"/>
<b>Teaching and learning:</b> 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"/>
<b>Welfare and student services:</b> 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.

### Publishable statement

The British Council inspected and accredited St Brelade's College in August 2014. 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/accreditation](http://www.britishcouncil.org/accreditation) for details).

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

Strengths were noted in the areas of staff management, premises and facilities, care of students, accommodation, leisure activities 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	1992
Last full inspection	2010
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 schools / centres /affiliates	N/a
Other related non-accredited activities (in brief) at this centre	Teacher training courses

## Private Sector

Date of foundation	1978
Ownership	Private Ltd Company
Other accreditation/inspection	N/a

## Premises profile

Address of main site	Mont Les Vaux, St Brelade, Jersey JE3 8AF
Details of any additional sites in use at the time of the inspection <i>(location/normal use of site/when used/number of rooms used)</i>	<p>Highlands College, PO Box 1000, St Saviour, Jersey JE4 9QA</p> <p>St George's Preparatory School, La Hague Manor, Rue de la Hague, St Peter, Jersey JE3 7DB</p> <p>St Brelade Parish Hall, La Neuve Route, St Brelade JE3 8BS</p>
Details of any additional sites <b>not</b> in use at the time of the inspection	<p>Communicare Centre, La Route des Quennevais, St Brelade JE3 8LJ (Local Community Centre, in use from 30 June to 11 July 2014, up to 4 rooms used for junior courses before St George's becomes available).</p> <p>Mrs Woods, Elliston House, St Aubin, (Local private home used for private lessons during peak summer weeks, up to two rooms)</p>
Inspectors' note of sites inspected	<p>St Brelade's College is the year-round school, and in summer is used for adult courses and intensive courses for older teenagers (16-18). The school is located just outside St Aubin, a small harbour village about three miles along the coast from St Helier. The building was originally a primary school and has been converted to provide 12 classrooms, a reception with open-plan work places for the school office and management team, a student lounge and a games room. A log cabin to one side of the main building provides one large classroom/student lounge, one room suitable for one-to-one tuition, a kitchenette and a toilet with access for the disabled. There is seating outside the main building and outside the log cabin, and a parking area large enough for the buses which collect and drop off students.</p> <p>Highlands College is a college of further education in St Helier and is used for ten weeks every summer for the courses for teenagers (13-18). The school has the use of up to 24 rooms in three blocks of classrooms, all in close proximity, and a canteen where students can eat their packed lunches.</p> <p>St George's Preparatory School is an independent boarding school set in 35 acres of woodland, and situated in St Peter, a ten-minute bus ride away from the main school. These premises are used for seven weeks every summer for the courses for juniors (10-13); the school has the use of up to four classrooms, and a dining hall where students can eat their packed lunches.</p> <p>St Brelade Parish Hall is in nearby St Aubin, a five-minute walk from the main school. Two rooms were being used for one-to-one during the peak summer season. At break times the students can buy food and drink in nearby cafés and restaurants.</p>

<b>Student profile</b>	At inspection	In peak week (July)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
<b>ELT/ESOL Students</b> (eligible courses)	At inspection	In peak week
Total ELT/ESOL student numbers (FT + PT)	340	409
Full-time ELT (15+ hours per week) 18 years and over	63	66
Full-time ELT (15+ hours per week) aged 16-17 years	93	102
Full-time ELT (15+ hours per week) aged under 16	182	237
Part-time ELT aged 18 years and over	2	4
Part-time ELT aged 16-17 years	0	0
Part-time ELT aged under 16 years	0	0
Minimum age (including closed group or vacation)	9	10
Typical age range	14 – 16	14 - 16
Typical length of stay	2 weeks	2 weeks
Predominant nationalities	German, French, Swiss	German, French, Spanish
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 student visitor visas	3	0
Number on child visitor visas	9	10

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	41	45
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10-19 hours/week	31	
Number teaching ELT 20 hours and over/week	10	
Total number of administrative/ancillary staff	12	

#### **Academic staff qualifications to teach ELT/TESOL**

Profile at inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	4
Certificate-level ELT/TESOL qualification (TEFLI)	30
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	6
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	1
<b>Total</b>	41

These figures exclude the academic manager(s)

#### **Comments**

The director of studies (DoS) at Highlands College campus (who is DoS in the year-round school) is TEFLQ. The summer DoS at St Brelade's College, who is a teacher there outside the summer months, is also TEFLQ.

## Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults (18+)	<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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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

St Brelade's College runs general English courses of 15 or 22.5 hours per week for adults (18+) all year round. Adults (21+) taking courses of 15 hours per week can add 7.5 hours of business English in the afternoons. Cambridge examination preparation courses of ten or 12 weeks take place twice a year. There are two further course types for adults: a course for students aged 50+ (one had run with 30 students in May 2014) and English plus golf. Students can also enrol for one-to-one courses, or combination courses with some group lessons and some one-to-one.

Intensive courses for teenagers (16-18) of 22.5 hours of English per week are run in the spring, summer and autumn; these classes are held in the main school. In the summer, courses of 15 hours of morning classes, followed by afternoon activities, are run at Highlands for teenagers (13-18) and at St George's for juniors (10-13). Students can enrol on any Monday.

Ministay courses for school groups are run outside school holiday periods and include three hours of English over four or five days, and a programme of activities. Part-time courses for people living locally are also offered.

About 80 percent of the school's business is courses for juniors and teenagers, and numbers increase significantly during the summer months. At the time of the inspection there were nine adult classes, two one-to-one classes and one Business English course running at St Brelade's; 23 classes for teenagers were running at Highlands and three classes for juniors at St George's. Two adult students were having one-to-one lessons in St Brelade Parish Hall.

## Accommodation profile

### Number of students in each at the time of inspection (all ELT/ESOL students)

Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	42	197
Private home		2
Home tuition		
Residential		63
Hotel/guesthouse	21	13
Independent self-catering e.g. flats, bedsits, student houses		
<b>Arranged by student/family/guardian</b>		
Staying with own family		
Students own arrangements	2	

## Introduction

St Brelade's College (SBC) is a well established school founded in 1978 by the current principal's father, who is now retired. It is the only accredited school, and the only ELT organisation of any size, in Jersey. Most of the school's students are French and German, and from other parts of Europe; the majority of students enrol on courses for teenagers and juniors in the summer months. Student numbers outside the summer months are relatively low, especially in the winter months, but rise to over 400 in July. A small team of teachers is employed year-round but most teachers are employed in the summer, with usually good numbers returning each year.

Every summer the DoS takes on the role of academic manager at the teenage campus at Highlands, where she works alongside the campus operations/activities manager, who is a permanent member of the year-round teaching staff. Another permanent member of the teaching staff acts as DoS in SBC, and at the junior campus at St George's. The junior campus manager at St George's is in her second year in the post, and was a teacher there for the previous three years.

Early in 2014 the school's administrative staff structure was modified to create a student services team. A new post of student services director was created for the former welfare officer, in part to take account of her increasing responsibilities for welfare, and a new member of staff was appointed as student services manager.

Since the last inspection an ongoing programme of improvement and maintenance has been taking place at SBC. In the reception two small offices have been made into one open-plan office space for the management and administration team, affording more space and a welcoming reception area. The teachers' room has been relocated to a bigger and brighter room. In 2013 construction of a substantial wooden cabin outside the main school building commenced and in summer 2014 this now provides an additional classroom/adult student lounge, a one-to-one room, a kitchenette and a toilet with access for disabled people.

The inspection took four days. The inspectors talked to the principal, the marketing manager, the DoS/teenage campus academic manager, the summer DoS/junior campus manager, the student services director, the student services manager, the operations/activities manager and the office manager. The inspectors also had a short meeting with the school's founder. One inspector met the deputy principal at Highlands and the bursar at St George's. One inspector met the residence manager and visited a residence, three homestays and a hotel used for groups. He also met the adult social programme coordinator and two members of the activity staff, and observed the supervision of beach and inland activities. Three focus groups with students and three focus groups with teachers were held. All teachers were observed.

## 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

## Comments

M2 There is a very clear management structure outlined on two organograms, one for the summer operation with different responsibilities for some key staff, and one for the rest of the year. Team members work very closely together and have procedures in place for covering one another.

M4 Communication is very good. Year-round there are regular weekly minuted meetings of the management and administration team at SBC. In the summer there is a weekly meeting to discuss transport arrangements for collecting and dropping off students at the different campuses, and for the activity programme. Regular meetings also take place at Highlands and St George's, and key staff working there return to the main school every day. Much information is by phone and email; staff were heard passing on practical information to colleagues on a regular basis each day to ensure students were always safe and everything ran smoothly in quite a complex operation. A regular newsletter is produced for homestay hosts. See M19.

M6 The school takes a rigorous approach towards following up references, and ensuring suitability checks are in place for all staff.

M7 Induction procedures are very thorough. All new and returning summer staff have a one day induction at Highlands, with staff working on junior courses having a further session at St George's. Staff are given comprehensive staff handbooks; the induction sessions include training on safeguarding and welfare issues, practical instructions and procedures, work with the teaching resources available, and initial training on using the interactive whiteboards (IWBs). The new student services manager is completing an induction programme which has included shadowing the student services director on homestay visits, before conducting visits on her own.

M8 There is a formal annual appraisal system in place for year-round staff. Teachers are observed regularly. Summer staff are monitored informally and during meetings with the DoS and/or campus manager. There was evidence of unsatisfactory performance on one campus having been handled firmly and appropriately, leading to the required standards being re-established.

M9 The school has a clear policy on continuing professional development (CPD) for staff. First aid training was provided for key staff, funded by the school, and the student services director and student services manager are working on level two of Jersey's child protection training. All staff attended a recent session in the school by external speakers on autism and EFL. Teachers have an individual allocation of funds to use for training over a three year period. In 2014 the DoS went to an English UK conference, two teachers attended the IATEFL conference and the summer DoS has attended a course on effective observations.

## 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 type="checkbox"/>	<input type="checkbox"/>	
M13 Student records	<input type="checkbox"/>	<input checked="" 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 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Comments

M10 The school administrative team at reception is very welcoming and helpful; they were seen providing information, clarifying issues and reassuring students. The office manager and the student services manager work together on student administration, assisted from February to June by an intern to help with the additional work load in the approach to the summer.

M11 There are significant numbers of enrolments from France, especially in summer; French agents, schools and individuals benefit from receiving information and advice from the office manager, who is a native French speaker.

M13 Next of kin details for adult students are collected on the first day of courses, are checked and filed, and also held electronically by the principal in case of emergency. Details for teenagers and juniors are collected on their medical consent forms. Three student records sampled contained the required information.

M14 The school has a very clearly expressed policy on attendance, which is in the student's welcome booklet; teenagers and juniors are expected to attend 100 percent of their classes. Student attendance is checked rigorously every morning and any absence among teenagers and juniors is followed up immediately. There was evidence of detailed logs being kept of outcomes and action taken.

## Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

M17 Shortly after the last inspection the school management team established a formal system of review meetings. These take place in March and post-summer, with a catch up review meeting at the beginning of July. The principal reported on the usefulness of these meetings in allowing opportunities for opinions to be heard, for long- and short-term plans to be drawn up, and for progress on their implementation to be tracked.

M18 Initial age-appropriate questionnaires are given to all students. Juniors are required to fill theirs in; teenagers and adults have a version which asks them to report any problems, rather than record their satisfaction, and none have been returned in 2014 so there is no data relating to initial student satisfaction among teenagers and adults. There is an end of course questionnaire, which all students complete. There was evidence of action having been taken, and recorded.

M19 There are regular meetings for staff at which feedback can be collected; there is also an end-of-summer meeting for summer teachers. There are annual appraisals for year-round staff. The homestay newsletter provides hosts with statistics from students' feedback, and from homestay hosts' own feedback, which they provide on an online questionnaire.

## Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M23 Course description	<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 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>

### Comments

The school's publicity materials comprise a website, a printed brochure and pages on social media.

M21 The publicity materials are expressed in accurate and very clear English. The website is attractive and easy to navigate, with information presented in a consistent style, which makes comparing course types straightforward.

## Management summary

The provision meets the section standard and exceeds it in some areas. Staff management is effective and communication is very good. Student administration is efficient and quality assurance measures are in place. Publicity materials are accurate and very clear. *Staff management* is an area 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

R1 All four sites (SBC, Highlands, St George's, and St Brelade Parish Hall) provide entirely suitable premises for students and staff. Best use has been made of space in the SBC building; the new cabin is a particular asset in that it provides much needed additional classroom space and an adult lounge, with outside seating, much used in the busy summer season.

R2 All the sites in use at the time of the inspection were in a good state of repair and very clean. A regular programme of year-round maintenance at SBC has ensured that the building is in good condition.

R3 At all four sites classrooms were of a good size for the groups using them, as well as being light and quiet. At Highlands the classrooms were particularly spacious; at St George's the classrooms were suitably furnished for juniors since the school teaches similar age groups year-round.

R4 Students are well provided for in terms of relaxation facilities. At SBC there is an adult lounge in the cabin with a tea/coffee machine and outside seating; in front of the main building there is a seating/picnic area. A wing at the rear of the building, renovated since the last inspection, provides a games room and seating area for the teenagers. At Highlands there is a canteen serving snacks and hot food at lunchtime, and there is ample space outside for students to relax in when the weather is good. The juniors at St George's have the benefit of the attractive and extensive grounds, with boundaries appropriately established, for breaks. One-to-one students having classes in St Brelade Parish Hall can take breaks and lunch in one of the many cafés and restaurants in the village.

R6 At SBC teachers have a new staff room in a large, bright room with work tables, lockers, and resources stored efficiently to provide easy access. At Highlands teachers share the main office with the centre management team during the morning and can make tea/coffee or use the canteen; at St George's the staff have tea/coffee making facilities but have no separate room as they are with the juniors all the time. Teachers at Highlands, St George's and St Brelade Parish Hall can return to the main school for preparation work and access to resources after classes finish.

### Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<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 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

R7 Morning adult courses follow course books and the school has class sets; teachers reported that sometimes there were insufficient copies of books in a set for everyone in the class, however. Teachers of afternoon classes use a variety of materials including photocopiable resources and a box of additional materials; there is also a list of useful websites in the teachers' room. Materials for teenage and junior courses at three levels are stored in boxes, and further guidance is provided for teachers in their handbook.

R8 There is a good stock of materials held at SBC, especially for teenage and junior courses. The materials are also stored on *Dropbox* so teachers can access them at home, which they appreciate very much. Teachers have access to computers and printing facilities in SBC and at Highlands.

R9 At SBC classrooms have TV screens and computers with internet access, and CD players are available; there is



Wi-Fi throughout the building. At Highlands all classrooms have IWBs and initial training is given at induction so that all teachers can use them. At St George's the classrooms have IWBs but these were not being used as there was no Wi-Fi.

R10 At SBC students wishing to do quiet work after class can do so in a self-study area in some of the classrooms but there were no self-access facilities in use at the sites being used at the time of the inspection. SBC has a small library of graded readers for students to borrow.

R12 The summer DoS is also the academic resources coordinator and is responsible for the review and development of the school's learning resources. Following discussions at the post-summer review meeting and at teachers' meetings, the resources coordinator replenishes the boxes and updates topics as appropriate. In 2013/14 an advanced level was added to the junior syllabus and the coordinator was given time to write new materials ready for use in summer 2014. Course books are also reviewed and updated regularly.

### Resources and environment summary

The provision meets the section standard and exceeds it in some areas. All four sites visited provide a very suitable environment for students and staff. The learning materials enhance the studies of the students. *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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 There are six teachers who do not have level six qualifications. The rationales provided were accepted in the context of this inspection.

T2 One teacher has an ELT qualification which does not meet Scheme requirements.

T3 The rationale provided was accepted in the context of this inspection because the teacher had followed an initial TEFL programme with reasonable academic inputs and some teaching practice, even though the programme did not fully meet Scheme requirements.

T4 The DoS/teenage campus academic manager, the summer DoS/junior campus DoS and the teacher in charge of business courses at SBC are all TEFLQ and have considerable relevant experience.

### Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

T8 Cover arrangements are satisfactory. At Highlands, the biggest summer centre, a cover teacher is employed, which allows for peer observations to take place on days when there is no teacher absence to cover.

T9 The school addresses the issues related to continuous enrolment well. New students have an introductory lesson covering practical information before joining their classes. In the second lesson each week on adult courses teachers negotiate the content and focus of the week's programme, taking into account the needs and wishes of any new students. The teenage and junior course design is based on weekly modules with a review of work done carried out on Mondays before new students join.

T10 Daily support for teachers is good and teachers in the focus group expressed their appreciation of the accessibility of the academic management team, and the range of resources available. All teachers receive a very practical handbook. The DoS/teenage campus academic manager returns to the main school every day to be there to support teachers with lesson planning. Regular development sessions are held throughout the year, sometimes led by teachers, on practical aspects of classroom teaching such as lesson planning, correction techniques and teaching pronunciation. Over the last twelve months two sessions had been given at SBC by expert external speakers. T11 Teachers employed year-round at SBC are observed by the DoS, and in the summer by the summer DoS. All summer teachers are observed at least once, and oral and written feedback is given. At Highlands, because of the numbers of teachers, some teachers were not observed until three or more weeks into their employment. Observation notes on file were seen to be perceptive and constructive though some lacked sufficient focus on action planning. All summer teachers have the opportunity to take part in peer observations and teachers appreciate this.

### 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 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T12 Adult morning courses are based on course books; teachers work through one unit per week, using supplementary materials to meet the needs of students as expressed during the negotiating process at the start of each week. The afternoon business English course is also based on a negotiated syllabus. The teenage and junior courses are based on a four week rolling programme at three levels, which was developed by the school; the syllabus is topic-based with grammar points to support the topic for each lesson.

T13 Course design is reviewed at the annual review meeting. The advanced level added to the junior syllabus was needed because of more juniors enrolling with a high level of English. See R12. Care is taken to ensure that topics and language work are not repeated within levels so that students do not repeat topics if they stay for several weeks.

T15 Useful ideas for study and learning strategies are displayed on posters in classrooms at SBC, and are included in the student handbook. However, little planning for this was seen in the lesson plans provided, nor in the in-house materials. Students are given a vocabulary notebook but no reference to this was made in classes observed and no consistent approach to helping them record and learn new vocabulary effectively was seen.

T16 Some lessons related to Jersey and the local environment have been added to adult afternoon materials and to the teenage materials. Students were observed preparing for a homework exercise interviewing their homestay hosts, and materials to support this are included in the teenage welcome lessons.

### Learner management

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

#### Comments

T17 The placement test is a multiple-choice test with no speaking component; teachers are asked to assess students' oral ability informally during their welcome lesson. Students enrolling on examination courses do the test before they arrive so that their level can be checked. New students complete a student profile form which includes information about their learning objectives; this is passed to the new teachers to help them incorporate this into their weekly plans. See T9.

T18 Students enrolled for six weeks or more receive progress reports, which are discussed during tutorials. The summer DoS, who is a teacher at SBC outside the summer months, is responsible for long stay students and for ensuring that objectives are set and monitored in their tutorials.

### Classroom observation record

Number of teachers seen	40
Number of observations	40
Parts of programme(s) observed	Adult general English and business English; adult one-to-one; teenage and junior classes.
Comments	None.

### Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<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 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T23 Most teachers were able to demonstrate a sound knowledge of the linguistic systems of English, and give clear explanations. Some instances of spelling errors on the IWB were observed, and some teachers were not able to correct effectively pronunciation errors of students from the main nationality groups in the school.

T24 In stronger segments teachers were able to grade their language to the level of students in their class. Little planning for differentiation was evident, and in some lessons stronger students finished tasks quickly and were left chatting, often in their L1, while others finished.

T25 Better lesson plans had relevant aims and included a range of activities with generously-timed stages to allow students to practise new language. Some plans had very broad aims with a lack of focus on learning outcomes.

T26 Lesson plans generally had stages relevant to the aims of the lesson; better plans included quick revision of language learnt. Some lesson stages depended heavily on numerous handouts, with insufficient time built in to exploit the materials meaningfully.

T27 In better segments teachers had moved classroom furniture to suit the nature of the activity and to support student to student communication and group work. In weaker segments students were sitting in large horseshoe arrangements in large rooms, unable to hear each other and reluctant to speak. In two classes students were sitting with their backs to the board. Teachers used a range of resources quite well including course books, photocopiable resources and worksheets, pictures, video clips, pens, cards and large sheets of paper to make into posters. At Highlands all teachers used the IWB but mostly as a whiteboard, rather than to its fuller potential, and a lack of basic training was evident in a few cases. Board work was variable with some teachers writing new words up in random fashion, rather than planning to include context and other helpful information about new lexis.

T28 A range of teaching techniques was seen. Most teachers used nomination to ensure everyone was involved, and some teacher used elicitation techniques and concept checking questions and some teachers gave students time to process new language and produce longer utterances. In weaker segments teachers asked for definitions, which students could not respond to, and gave incomplete instructions for activities, leading to the need for repetition and, therefore, much teacher talking time. There were many missed opportunities for correction.

T29 In some classes pair work and small group work was set up and monitored well, but in some classes no attention had been paid to seating arrangements. See T27. Better segments moved at a good pace which kept students challenged, and engaged.

T30 There was generally a pleasant atmosphere and good rapport between teachers and students in all classes.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to very good, with the majority of segments observed judged to be satisfactory. There were, however, a small, but significant, number of segments judged to be unsatisfactory. Teachers generally showed sound knowledge of the language, and planning of activities was linked well to lesson aims. A range of teaching techniques was seen, including some good use of elicitation; resources were managed well and there was generally a positive atmosphere in all classes. Some teachers need guidance in managing the classroom environment more effectively, and in ways of reducing teacher talking time.

## Teaching and learning summary

The provision meets the section standard. Teachers have appropriate qualifications and are given good support to ensure their teaching meets the needs of their students. Course design is well-developed and appropriate, and addresses well the needs of students studying in a system of continuous enrolment. Student placement and monitoring of student progress is satisfactory. 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	<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 type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

### Comments

W1 There is a good level of safety and security at SBC and at its additional seasonal sites, with appropriate measures to monitor visitors and provide for general safety, fire protection and first aid. There are risk assessments for all sites. However, the risk assessments for the additional sites sometimes do not sufficiently take into account the particular needs and limitations of foreign students.

W2 A well-developed level of pastoral care is provided to students of all ages. At SBC, the principal is easily accessible and takes a personal interest in all the students' satisfaction and general welfare. He is supported by the student services director and student services manager. They regularly visit the seasonal sites and are in close contact with the campus managers and, at Highlands, the activities manager who provide a primary level of support. Staff at all centres are trained at their inductions to be sensitive to the particular pastoral needs of their students. Teenagers' induction includes a talk from a police officer on safety and a session with "What would you do if..?" scenarios. Homestay hosts are informed of any dietary or religious requirements.

W3 Relevant staff are identified at students' inductions and on posters at the centres. In addition, adults, teenagers and juniors have separate accessible handbooks, appropriate for their age-group, which show photos of the staff responsible for dealing with any personal problems.

W4 The school's policies and procedures are communicated clearly at inductions, and some measured sanctions are available if students fail to comply. The 'zero tolerance' expressed towards 'bullying' in the junior students' handbook is not very accessible but the centre manager at St George's stresses the importance of positive behaviour and being kind.

W6 The school or the homestay hosts meet almost all students on arrival at Jersey's port or airport. Hosts are sent details of the arrival, a notice identifying them to the student, and the procedure to follow if the flight or ferry are late.

W7 Appropriate advice and information, relevant to the different age groups, is provided at students' inductions and in their age-specific handbooks.

W8 As Jersey is not part of the UK, NHS rules do not apply. Accident and emergency treatment is free but visits to a GP or dentist are usually charged for. This is explained in the adult and teenage student handbooks, and in the terms and conditions which recommend taking out insurance.

## Accommodation profile

### Comments on the accommodation seen by the inspectors

One inspector chose three homestays to visit, plus the school's Richelieu residence and a hotel regularly used by closed groups of French teenagers. The homestays provide caring environments and comfortable accommodation appropriate to the age of the students. The Richelieu residence provides comfortable en-suite full-board accommodation for teenagers in the summer and for adults for the rest of the year. The new manager is undertaking the redecoration to the lounge, games room and dining room. The Mornington Hotel also accommodates independent adult paying guests. The 20 to 25 teenagers are placed in bedrooms of three or four per room using two floors of the hotel in the same wing, each floor with a group leader providing supervision. In addition, two rooms are used for students in a different wing, adjacent to the owners' bedroom. The hotel owners themselves have previous experience of both hosting and teaching foreign students and living overseas. The school also uses another supervised guest house, the Jaylana residence, for teenagers and other guest houses for adults.

**Accommodation: all types**

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 The requirements for accommodation are clearly documented and were in place in all the accommodation visited. Homestay hosts are given well-presented handbooks and also have access to detailed information on their own homestay section of the website.

W10 All accommodation is carefully inspected. Homestays complete a thorough application process which includes safety checks, and requires the hosts to provide references and, where relevant, to undergo social services and DBS checks. At their first inspection and induction, hosts are given the *Homestay Handbook* and also a *Home Fire Safety Guidance* booklet from Jersey Fire & Rescue and *Essential First Aid* from St John Ambulance.

W11 The homestay visiting form checks whether the home has smoke detectors and carbon monoxide detectors, a fire escape plan explained to students and regular boiler checks. The school has negotiated a 30 percent discount for hosts to have their heating serviced by Jersey Gas.

W12 The school maintains up-to-date accommodation registers with details of households, journey times to teaching sites, referees and safety checks, dates of accommodation inspections and completed questionnaires.

W13 Confirmation of accommodation is detailed and accurate. Free transport is provided between accommodation and lessons and social activities for under 18s, either using homestay hosts, the school's own transport or the provision of bus passes for teenagers. Adults are provided with free transport except for some activities. Conditions and procedures under which accommodation arrangements can be terminated are fair and relevant to the context.

W14 Students are told whom to contact in case of any accommodation problems at their inductions. All juniors complete an initial questionnaire which includes their satisfaction with accommodation. Adults and teenagers are invited to complete questionnaires, but very few do. Complaints are recorded and the inspectors saw evidence of appropriate action being taken in response. Students' leaving questionnaires ask them to rate on a scale of one to ten seven areas relating to their accommodation.

W15 The school takes the provision of satisfactory meals seriously. The *Homestay Handbook 2014* instructs hosts to discuss food with their students on the first day and provides them with a food list with translations of various food and dishes into French, German, Spanish and Italian. It also gives examples of typical evening meals and suggests contents of lunch packs. It says that teenage students should not be allowed to eat out with their friends more than twice a week so that hosts can ensure their students receive a balanced diet.

**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 Rules, terms and conditions are clearly specified in the homestay handbooks, the application form and hosts' section of the website. Homestay hosts also have a closed *Facebook* group on which they can raise queries and exchange advice.

**Accommodation: residential**

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

**Comments**

None.

**Accommodation: other**

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

**Comments**

W25 All accommodation – hotels and guesthouses – recommended by the school is visited.

**Leisure opportunities**

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	<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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Comments**

W26 Information about the separate leisure programmes available to different age groups is provided in handbooks, leisure programme sheets and on noticeboards. News of local events is posted on the adult social programme noticeboard at SBC.

W27 A variety of afternoon and evening activities, appropriate for the different courses and age groups, is provided. The activities are well organised and guiding and supervision is provided appropriate to the students' age-group.

W28 The school employed an external consultant in 2013 to review and develop its risk assessments, and there are comprehensive risk assessments for all activities. The activity leader receives a printed summary of the specific risk assessment – the *Activity Risk Assessment Form* – which is signed off and accompanies the activity.

W29 Activity leaders and teachers supervise activities except for water-sports such as kayaking, surfing and boat rides where the event organisers provide trained instructors and lifeguards.

**Welfare and student services summary**

The provision meets the section standard and exceeds it in some areas. The needs of the students for security, pastoral care, information and leisure activities are well met, and the accommodation is carefully managed to ensure that the students are comfortable and properly cared for. *Care of students, Accommodation and Leisure activities* 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 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 materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

C6 Safety and supervision	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

C1 The school has a comprehensive safeguarding policy including safe recruitment and handling allegations. The director of student services is the designated senior safeguarding officer. The policy is given to all staff and hosts and is also available to hosts and parents on the website.

C2 Safeguarding training is included in the inductions of all staff.

C3 The level of care and support provided for teenagers (13-18) and juniors (10-13) is accurately described in publicity and in greater detail in *Terms & Conditions for Teenage & Junior Courses*.

C5 All staff are DBS checked. All hosts are checked by Jersey social services, and all hosts hosting children will have been DBS checked by the end of the year. Group leaders are required to provide police checks.

C6 There are very thorough arrangements for the safety and security of students outside lessons. These include clear rules and curfew times, thorough inductions with information about safe swimming, a police officer attending teenage induction sessions, appropriate levels of supervision and the activity leaders' patrolling the town centre in the evenings after activities. However, the present system for checking students' attendance at activities relies on a form of head-counting rather than on named lists. If anyone were to be found missing from an activity, it could take the activity leader some time to establish the name of the absent student from the activities manager, who holds the activity sign-up list.

C7 All the accommodation arrangements for under 18s are appropriate and satisfactory, including curfew times, clear rules for hosts and good levels of supervision in the residential accommodation. Hosts are provided with two colourful laminated notices to display in their students' bedrooms. One gives house rules (meals, curfew times, laundry etc.) and the other information about living and studying in Jersey, including personal safety.

#### Care of under 18s summary

The provision meets the section standard and exceeds it in some areas. There is appropriate provision for the safeguarding of students under the age of 18 within the main school and the seasonal teaching centres, and in the leisure activities and the homestay and residential accommodation provided. *Care of under 18s* is an area of strength.

