

| | |
|-------------------|---|
| Organisation name | St Edmunds College Summer School, Hertfordshire |
| Inspection date | 7–8 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 St Edmunds College Summer 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 boarding school offers residential vacation courses in general English for under 18s.

Strengths were noted in the areas of staff management, student administration, quality assurance, publicity, premises and facilities, learning resources, academic management, course design, learner management, teaching, care of students, 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 | 1997 |
| 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 | Year-round co-educational independent school |
| Other related accredited schools/centres/affiliates | None |
| Other related non-accredited schools/centres/affiliates | None |

Private sector

| | |
|--------------------------------|--|
| Date of foundation | 1568 for the College; 1996 for the summer school |
| Ownership | Name of company: St Edmund's College Registered charity number: 1137454 |
| Other accreditation/inspection | ISI |

Premises profile

| | |
|--|---|
| Address of main site | Old Hall Green, Ware, Hertfordshire SG11 1DS |
| Details of any additional sites in use at the time of the inspection | None |
| Details of any additional sites not in use at the time of the inspection | None |
| Profile of sites visited | St Edmund's College is set in 400 acres of grounds in rural Hertfordshire, about five miles from Ware. The school buildings in use for the summer school include a theatre, library, ICT suites, a music room, science laboratories, a dining hall and residential accommodation. Classrooms are on the ground and first floors of the main building. The director's office, the school office, a teachers' room and activity staffroom are on the ground floor, close to reception. Sports facilities include pitches and sports fields, tennis courts, an indoor swimming pool and a sports hall. There is an infirmary in an adjoining building. |

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 | 0 | 0 |
| Full-time ELT (15+ hours per week) aged 16–17 years | 24 | 32 |
| Full-time ELT (15+ hours per week) aged under 16 | 113 | 146 |
| Part-time ELT aged 18 years and over | 0 | 0 |
| Part-time ELT aged 16–17 years | 0 | 0 |
| Part-time ELT aged under 16 years | 0 | 0 |
| Overall total ELT/ESOL students shown above | 137 | 178 |
| Junior programmes: advertised minimum age | 11 10 'at the discretion of the director' | 11 10 'at the discretion of the director' |
| Junior programmes: actual minimum age | 10 | 10 |
| Junior programmes: advertised maximum age | 17 | 17 |
| Junior programmes: actual maximum age | 17 | 17 |

| | | |
|--|---|-----------------------------|
| Junior programmes: predominant nationalities | Chinese, Bulgarian, Russian, Lithuanian | Chinese, Bulgarian, Russian |
| Adult programmes: advertised minimum age | N/a | N/a |
| Adult programmes: actual minimum age | N/a | N/a |
| Adult programmes: typical age range | N/a | N/a |
| Adult programmes: typical length of stay | N/a | N/a |
| Adult programmes: predominant nationalities | N/a | N/a |
| Number on PBS Tier 4 General student visas | 0 | 0 |
| Number on PBS Tier 4 child visas | 0 | 0 |
| Number on short-term study visas | 50 | 71 |

| Staff profile | At inspection | In peak week (organisation's estimate) |
|--|---------------|--|
| Total number of teachers on eligible ELT courses | 10 | 13 |
| Number teaching ELT 20 hours and over a week | 5 | |
| 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 | 8 | |
| Total number of support staff | 16 | |

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 | |

None.

Teacher qualifications profile

| Profile in week of inspection | |
|--|--------------------|
| Professional qualifications | Number of teachers |
| TEFLQ qualification | 2 |
| TEFLI qualification | 7 |
| 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 | 10 |
| Comments | |

None.

Course profile

| Eligible activities | Year round | Vacation | Other - N/a |
|---------------------|------------|----------|-------------|
|---------------------|------------|----------|-------------|

| | Run | Seen | Run | Seen | Run | Seen |
|---|--------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| General ELT for adults | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| General ELT for juniors (under 18) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <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

The summer school is divided into three age groups: the middle school (11–12 years), the senior school (13–15 years) and the 16+ (16–17 years). Students can enrol for three or six weeks. The course provides 20 hours of English per week, including eight hours of English through other subjects (ETOS) on four afternoons per week. There is also a programme of educational trips and visits, all included in the course fee. For an additional fee students can join preparation classes for an external general English examination, or IELTS; the examination is then taken at the end of the course. At the time of the inspection there were three classes of middle school, five classes of senior school and two classes of 16+ running.

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 | N/a | 0 |
| Private home | N/a | 0 |
| Home tuition | N/a | 0 |
| Residential | N/a | 137 |
| Hotel/guesthouse | N/a | 0 |
| Independent self-catering e.g. flats, bedsits, student houses | N/a | 0 |
| Arranged by student/family/guardian | | |
| Staying with own family | N/a | 0 |
| Staying in privately rented rooms/flats | N/a | 0 |
| | | |
| Overall totals adults/under 18s | 0 | 137 |
| Overall total adults + under 18s | 137 | |

Introduction

St Edmund's College is the oldest Catholic school in England. The residential summer school runs for six weeks in July/August every year, and summer school students and staff have access to the extensive range of indoor and outdoor facilities of the year-round school.

The student profile is very international and the number of students sharing the same first language is limited. Students are enrolled either as individuals or through agents, but no groups with group leaders are accepted. Most students enrol for one of the two three-week courses; a small number enrol for six weeks.

In 2016 the academic manager, a teacher in the year-round school, managed the summer school as acting director since the previous director was unwell. In early 2017 he was confirmed as director.

The inspection took place over one day, a half day and a part day. The inspectors talked to the director, the

assistant director of studies (ADoS), the head of continuing professional development, the academic team leaders, the overseas marketing manager, the administrator, the operations assistant, the residential manager and the welfare support officer. Focus group meetings were held with teachers, older and younger students, and activity staff. All teachers timetabled during the inspection were observed. One inspector visited the residential accommodation.

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 checked="" type="checkbox"/> | <input checked="" 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 type="checkbox"/> | |
| M9 Professional development | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |

Comments

M2 The management structure is very clear, and documented for staff. There are two teams of staff, one academic and one residential. For summer 2017 the director had made two changes in the management structure: a new post of ADoS to support the academic manager, and one residential manager in overall charge of residential staff, rather than two. Two new posts of residential team leaders, one for girls and one for boys, had been created. Continuity arrangements are in place and were seen to be working well. The academic manager was taken ill shortly before the inspection and the ADoS stepped in to take over her responsibilities.

M4 Communication is good. There are daily morning briefings for teachers and residential staff, and staff communicate throughout the day using an online app. The director and administrative staff work in adjacent offices and communicate daily. There are management meetings every two weeks, with minutes on file. Staff confirmed that they felt well informed, and that management decisions taken were acted upon promptly.

M5 The summer school benefits from a wide range of appropriate HR policies in place for the year-round school. The director and residential managers have completed safer recruitment training. The summer residential managers return to the school in spring to assist with recruiting suitable staff for the summer.

M6 The staff files were in excellent order.

M7 Induction procedures are very thorough. All staff attend an intensive weekend induction with sessions on safeguarding, and health and safety; academic and residential teams then have job-specific sessions with a focus on the practical aspects of their work, and team building. The second day is spent planning, and preparing the rooms and premises. Staff spoke very positively about the usefulness of the very practical induction programme.

M9 The school's policy on continuing professional development (CPD) is reviewed annually. Prior to this year's summer school the school had funded first aid training for the management team, and a course in off-site safety management for the academic manager. All staff complete a child protection certificate course. On-site training for residential staff has included a focus on grading language when working with the students. See T10 for professional development for teachers.

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 type="checkbox"/> | |
| M12 Enrolment procedures | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| M13 Contact details | <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 Students asked to leave course | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |

Comments

M10 The administrator works in the main school and is very experienced at dealing with enrolments. She is supported by the operations assistant; further assistance from the main school staff is available for peak times. The school has recently invested in a new database, and the administrative team was able to retrieve information requested efficiently.

M13 Next of kin details are collected for all students during the enrolment process. Four records were sampled and three were complete; in one case the next of kin information had been given to infirmary staff by the visiting parent but the information was collected and transferred to the database very promptly.

M14 The school's policy on attendance, including a missing child procedure, is enforced rigorously. There are regular registration checks throughout the day, and at bedtime. Teachers take their students to lunch and dinner, so there is a further check that no one is missing meals.

M15 The conditions and procedures under which a student may be asked to leave the course are expressed in commendably accessible language in the declaration parents sign on the enrolment form, and in student and staff handbooks.

Quality assurance

| Criteria | Not met | Met | Strength | See comments | N/a |
|---------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| M16 Action plan | <input type="checkbox"/> | <input type="checkbox"/> | N/a | <input checked="" type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| M20 Complaints and action | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

M16 There were no points to be addressed from the last inspection report.

M17 The daily briefings with staff and regular meetings of the management team throughout the summer provide an opportunity to review progress and identify any areas for improvement. This feeds into the end-of-course report, which is developed into an annual action plan. There was ample evidence of improvements having been made for 2017, including changes in administrative processes, and a new version of the teachers' handbook.

M18 The management team takes student feedback seriously. Students complete an initial and end-of-course questionnaire; feedback is analysed, and action taken recorded. There are weekly student council meetings with the management team where representatives from each class can give feedback. There is a 'you said – we did' noticeboard in the main reception area reflecting actions taken.

M19 Staff can give feedback at the daily briefings. They also have short one-to-one catch-up meetings every week with their line managers to discuss their work; there was evidence of adjustments to staff timetables having been made in response to feedback collected in these meetings. A further opportunity for staff to give feedback is their end-of-course appraisal, and records were seen on file.

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 checked="" type="checkbox"/> | |
| M23 Course descriptions | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| M24 Course information | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a | <input checked="" type="checkbox"/> | |
| M25 Costs | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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 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 type="checkbox"/> | <input type="checkbox"/> |

Comments

The school's publicity materials comprise a website and a printed brochure. The website is the main publicity medium.

M21 All publicity materials are written in clear, accurate and very accessible English throughout. This includes the student handbook, which can be downloaded from the website. The information on the website is also available in five translations.

M22 The information and photographs in the publicity materials present a generally very realistic picture of the summer school. The website refers to the 'beautifully refurbished refectory' for meals, together with a photograph, but because of maintenance work, meals were being taken in a different building, alongside which kitchen facilities had been installed for three of the six weeks of the summer school.

M23 The course structure, aims and levels are clearly described for each age group. Sample timetables show clearly the balance of classroom-based work, and educational visits, trips and activities.

M24 The minimum age is given as 11, with an explanatory note on the website saying that 'in some cases, at the discretion of the Director, children as young as 10 may be enrolled'. At the time of the inspection, there were three ten year-olds enrolled, all preparing to join the main school in the coming autumn term when all three would be eleven years old.

M25 The fee for the course is very clearly presented, and includes the activity programme, residential accommodation and all meals. A few options on the programme, such as examination preparation, scuba diving and horse riding, incur additional fees. This information is also very clearly presented.

M27 The leisure programme is described accurately, supported by detailed sample itineraries for each of the three age groups.

Management summary

The provision meets the section standard and exceeds it in some respects. The management structure is clear, and communication is good. Staff benefit from thorough induction procedures, and opportunities for CPD. Student administration is efficient. Quality assurance procedures are comprehensive. Publicity is clear and accessible. *Staff management, Student administration, 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 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 areas and food | <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 Staffroom(s) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Comments

R1 The school buildings and extensive grounds provide a very attractive and spacious environment for both students and staff.

R2 The premises and grounds are generally well maintained and in a good state of repair. They are cleaned regularly. The carpet in the boys' residential accommodation is in need of renewal.

R3 All the classrooms are large, have good natural light and allow flexibility of layout. Students can study in comfort and move around easily for interactive activities in class.

R4 There are good facilities for relaxation. There are common rooms for each age group in the boarding houses, and allocated areas in the extensive gardens for when the weather is good. A good choice of healthy food is served in the dining hall, with sufficient seating space, including tables outside.

R6 Staff have access to a large common room with comfortable seating and tea/coffee. Teachers have a separate room for meetings and lesson preparation, with plenty of space to work.

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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| R10 Self-access facilities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| R11 Library/self-access guidance | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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 Learning materials for students include a good range of coursebooks, suitable for the age groups in the summer school, authentic materials and materials created by the teachers themselves.

R8 Teachers have access to a good range of supplementary materials, including skills books, readers, DVDs and dictionaries. A shared drive, onto which teachers are encouraged to load their in-house materials and schemes of work, is a good supportive resource for teachers working in a system where they are required to create their own weekly programmes around the topics of the trips and excursions. The materials are well organised. There are colour photocopying facilities and a member of the main school staff is available to do photocopying for the teachers.

R9 There are three ICT suites available for students and staff; students have controlled access to the internet. All classrooms have interactive whiteboards (IWBs) and two members of the main school staff are available throughout the summer for IT support. All teachers were seen using the IWBs competently.

R10 The school library is an excellent resource. It has a very good range of books covering a wide range of subjects, and a useful selection of graded readers and DVDs.

R11 Every class has a guided session in the library every week, with a focus on encouraging students to read. Two classes were observed during their library session engaged in interesting tasks requiring them to familiarise themselves with a range of books, and to select a book to read during their course.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises and facilities provide a very comfortable environment for students and staff. The learning resources support and enhance the studies of students enrolled with the provider. *Premises and facilities* and *Learning resources* are areas 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 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 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

T4 The academic manager is TEFLQ and has very relevant teaching experience, both abroad and in the main school where she teaches children year round. The head of CPD and the ADoS are both TEFLQ, with years of relevant teaching experience. The director is TEFLQ and also teaches children year round in the main school.

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 checked="" type="checkbox"/> | |

| | | | | | |
|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| T8 Cover for absent teachers | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| T9 Continuous enrolment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 matched to age groups and levels based on their experience, qualifications, and preferences, including any requests to teach new levels to extend their experience. The deployment of teachers is organised well in advance when teachers are recruited early in the year.

T7 The complex timetabling required for the afternoon sessions to ensure the placement of students in their chosen ETOS classes, and efficient arrangements for excursions, is handled very well.

T8 Cover arrangements are good. The ADoS is the cover teacher. If further cover is required, an agency teacher known to the school is called in. The academic manager and director can also provide cover, if needed.

T10 Support for teachers is very good. The team leader for each age group, who also teaches, is available at induction, and then on a daily basis, to provide support and expertise in lesson planning and the selection and development of materials. Teachers have a twice-weekly one-to-one session with a member of the academic management team. There are weekly CPD sessions, run by the academic management team, on practical topics, some identified during observations. Teachers spoke positively of the usefulness of these sessions.

T11 There is a regular, structured programme of observations. Short observations are carried out in the first week, with brief feedback, followed by formal observations with oral and written feedback. Observation notes on file were seen to be concise, with a good focus on action planning. Every teacher had been observed, despite the absence of the academic manager because of illness.

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 type="checkbox"/> | <input checked="" type="checkbox"/> | |
| T14 Course outlines and outcomes | <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 checked="" 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 The course is designed around the stated principle of student-centred task- and content-based learning, using the context of the UK environment. Lessons are thematically based around the excursions, with a strong focus on providing opportunities for the students to work on challenging and creative tasks and activities, both in and outside the classroom. Support documentation for teachers includes a set of can-do statements, linked to a framework of target language and communicative skills. In the afternoon ETOS classes students can opt for a different subject each week. A wide range is available, including ceramics, music theory and food technology. See also W26.

T13 Course design is reviewed annually, based on feedback from students and teachers. A review undertaken by an external consultant at the beginning of the summer school resulted in more explicit support documentation being drawn up, and a review of the scheme of work template.

T15 Guidance for teachers on learner training is provided in their handbook; helping students to develop better study and learning strategies is an integral part of the task-based course design, and particularly of the collaborative project work students do. Some effective use of dictionaries and mobile phones as aids to learning was seen in class, as well as some useful guidance in developing research skills in library sessions.

T16 The culture and language of the UK is at the core of the course programme. Students find out about the places they will visit, learn useful related language, functional expressions and vocabulary, and practise it outside the classroom. In the afternoon ETOS classes students learn subject-related vocabulary, which they will need and apply in their further studies.

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 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| T22 Information on UK education | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Comments

T17 The placement test is comprehensive and tests reading, writing, listening and speaking. Class levels for each age group are aligned to the Common European Framework of Reference (CEFR) levels, which in turn link to the target 'can do' statements. Classes were seen to be generally homogenous in terms of levels.

T18 Classes all work towards a set of CEFR-related 'can do' statements, by means of which students are encouraged to assess their own progress. Classes do a weekly progress test, with marks recorded.

T19 Information and informed guidance is available for students who are interested in preparing for an external examination during their course.

T21 Every student receives a professionally presented end-of-course certificate detailing the course programme, the student's progress and participation, the teacher's comments and ideas for further study.

T22 Some students on the summer courses progress to the main school, or to other UK independent schools. One of the afternoon ETOS options is a British Schools Preparation Course (BSPC), which prepares students in school subjects. At the time of the inspection BSPC courses were running in maths and science.

Classroom observation record

| | |
|--------------------------------|--|
| Number of teachers seen | 11 |
| Number of observations | 11 |
| Parts of programme(s) observed | Morning classes. The inspectors also observed short segments of some ETOS classes, including art, drama, scuba diving and food technology. |

Comments

There were ten morning classes. One teacher was covering a class to allow the head of CPD to observe another teacher so an additional observation was included to enable the inspectors to see every teacher timetabled in the morning.

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 checked="" 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 checked="" 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 Teachers generally demonstrated a good knowledge of the language, and gave clear explanations. Accurate models of written and spoken language were given, although sometimes insufficient time for practice was allowed. Some effective and confident use of phonemic script was seen.

T24 The content of lessons was closely linked in theme to the excursions, with up-to-date topics of interest to the age groups. Teachers produced good class profiles of their students and were sensitive to the pace of different students' learning. Lesson plans showed that teachers had planned for differentiation, and this was seen in practice

in several of the segments observed, with, for example, more challenging tasks given to students who finished quickly.

T25 Aims were generally expressed as learner outcomes and written up on the whiteboard. In some cases aims were imprecise, and the focus of the lesson was not always clear.

T26 A good range of techniques was seen. Teachers used nomination, elicitation, prompting and questioning techniques well. Mind-mapping, brainstorming and ranking activities were used to good effect. Most teachers checked meaning effectively and instructions were clear and checked.

T27 Generally teachers managed the classroom environment well, with thought given to seating arrangements. The IWBS were used to bring variety with video clips and online worksheets. Some teachers produced creative handouts. Whiteboard work was variable, with some teachers writing new vocabulary up rather randomly. In some classrooms the board wipers did not clean the board adequately.

T28 Teachers gave students encouragement and positive feedback when due, and monitored activities very well. A range of correction techniques was seen in all classes, including promoting self- and peer correction, and making notes for delayed correction.

T29 Most teachers checked that students had learnt the target language by using short testing activities. These included developing and practising dialogues using new idioms learnt, and sorting jumbled sentences to show understanding of a video clip.

T30 Teachers clearly know their students well and there was excellent rapport in all classes. Students were motivated and engaged in the activities, with effective changes of interaction patterns, and tasks involving a competitive element. Students in the focus group spoke positively of their teachers' creativity and kindness.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory, with the majority of segments observed judged to be good. Teachers generally had a good knowledge of the use of English, and the content of lessons was relevant. A good range of teaching techniques was seen, and the classroom environment was managed well. Students were monitored and corrected appropriately, and were fully engaged in their lessons.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and the academic management team is well qualified and experienced. Support for teachers is excellent. Course design is well thought through, and placement procedures are thorough. The teaching observed met the requirements of the Scheme. *Academic management, Course design, Learner management and Teaching* 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 checked="" 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 type="checkbox"/> | |
| W5 Emergency contact number | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a | <input 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 checked="" type="checkbox"/> | |

Comments

W1 There are very rigorous security measures in place. External doors are kept locked at all times and are accessible by selectively programmed swipe cards by staff and students. Internal doors are only unlocked when in use. Residential areas are protected by internal doors which are alarmed after curfew. CCTV cameras are positioned throughout the premises and outside areas. Health and safety guidance, including a session with the local fire brigade, forms an important part of the students' induction. Separate fire drills are carried out when students are in the residential areas and when they are in school.

W2 The residential staff are selected for their interest in and experience of working with children. A good number return for several years, and some were students at the school themselves. All students remain with the same

houseparents, who are also their activity leaders, throughout their stay and a good level of trust is built up between them. Teachers and residential staff always sit at tables with the students at meal times to chat with them, as well as to check on their eating.

W3 There is a school welfare officer who introduces herself to the students during their welcome meetings. There are also posters around the school with her photograph. The students reported that they would go to her with any personal problems. Students with personal problems can also approach their houseparents, who liaise with the welfare officer if appropriate. The welfare officer works closely with the school nurses and is available at all times to accompany students to the infirmary, or if needed, treatment outside the school.

W6 Transfers from and to the airports are included in the fees. If students arrive or depart outside the given times, transfers by taxis are arranged. A member of staff always accompanies students in the taxi.

W7 A range of advice is available to parents and students pre-arrival. This includes advice on what clothing to bring, personal valuables and pocket money. The welcome meetings with houseparents include advice about safety, which students are also reminded of before every excursion.

W8 The school nurses are available in the infirmary 24/7 to deal with any health issues and to administer medicines that do not require a doctor. There is an arrangement to register students as temporary patients at the local GP practice.

Accommodation profile

Comments on the accommodation seen by the inspectors

The residential accommodation is on the upper floors above the main school premises. Boys and girls are located in separate parts of the building. They are accommodated in twin rooms with basins, which are located along separate corridors for the different age groups, with their own common rooms.

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 type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| W13 Information in advance | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| W14 Student feedback | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 Each bedroom provides adequate space for two students, with twin beds, two desks, drawers and hanging space for clothes. There are sufficient shower and toilet facilities on every floor and a good laundry service is provided. The girls' corridors are well maintained, but the carpeting in the boys' areas is quite stained.

W11 Dormitories, bathrooms and toilets are checked every day and any need for repairs or safety issues are reported.

W15 An appetising selection of healthy meals is prepared with fresh ingredients in the school's kitchen. Menus are posted in the residential areas and special diets are catered for. Students are invited to make suggestions, which are met as far as possible.

Accommodation: homestay

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

Comments

None.

Accommodation: residential

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

Comments

W22 All communal areas, shower rooms, toilets and bedrooms are cleaned once a day.

W23 The school's infirmary has a comfortable waiting area, a treatment room and five beds. A resident school nurse is available to treat and look after any sick students. Meticulous records are kept and parents are informed of all illnesses and treatments.

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

Comments

None.

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 The entire programme is designed to enhance the students' experience of studying English in the UK. In both the three-week courses, five excursions are planned for each of the three age groups. The destinations are carefully picked to suit the different age ranges and form the basis of many of their lessons. They are accompanied on the trips by their teachers, as well as residential/recreational staff. The 16+ group has had two overnight trips this summer to locations further afield, York and Bath. Other ages have enjoyed trips to Colchester zoo, Wimbledon, Kew Gardens, Hampton Court and Chatham Dockyards. Theatre and shopping trips have also been arranged. There is a broad range of options that students can choose for their ETOS classes. These include scuba diving, football, trampolining, ceramics and music. The instructors help the students with the essential language and vocabulary to fully participate in, and to get the most out of, these eight-hour courses. The afternoon and evening leisure programme offers a range of activities which the students in all age groups enjoy taking part in.

W27 The entire programme is extremely well planned and organised. The residential/recreational manager co-ordinates two leaders, their deputies and a team of residential assistants who lead activities. School minibuses with drivers are used when possible, and a local coach company provides all other transport. In poor weather, there are ample indoor facilities and options for alternative activities.

W28 There are detailed risk assessments for all the excursions and activities. These are reviewed during and after each trip. Before the event, staff are briefed and given additional information about the group they will be accompanying and the current conditions.

W29 All activities are under the direction of a suitably qualified and experienced person. The residential staff are selected on the basis of their educational, sporting and other qualifications, and their previous experience of working with children. Several are qualified teachers. They are given thorough training during their inductions.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Students enjoy a very good level of care in a safe and secure environment. The leisure programme is varied and very well organised and is designed to enhance the students' experience of studying in the UK. The accommodation is suitable and managed effectively. *Care of students and Leisure opportunities* are areas of strength.

Care of under 18s

| Criteria | Not met | Met | Strength | See comments | N/a |
|--|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| C1 Safeguarding policy | <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 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 checked="" 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

All the students are under 18.

C1 The safeguarding policy from the main school is adapted for use by the summer school. The designated safeguarding lead is the director and there is a separate organogram to show lines of responsibility for the safeguarding team. There is a safer recruitment policy with clear procedures to follow if police checks are yet to come through for any staff member. Risk assessments for premises, and onsite and offsite activities, are very thorough.

C2 All staff complete online safeguarding training at basic level and eight safeguarding officers have received online advanced-level training. The safeguarding policy is sent to staff before their induction, during which they are asked questions to demonstrate that they have read and understood it.

C3 Publicity offers very clear information about the level of care. Parents are informed about the levels of supervision, the accommodation arrangements, the meals and also the rules that students are expected to follow. C5 Activities and excursions are planned to suit the interests of the three age groups. The ratios are either 1:14, or 1:12 for the younger groups, and there are always two or more staff members per group. The excursions and activities are varied and well planned (see W26). It is compulsory for students to attend the leisure programme.

C6 The amount of unsupervised time while on site is very limited. Free time is spent in the residential areas and houseparents are always available. There are strict rules about the times when mobile phones can be used and when students can be in the bedrooms. There are slightly different lights out times for the three age groups. On excursions, the amount of free time given depends on the age of the students. The youngest group has to be accompanied at all times, the seniors are allowed an initial 30 minutes before they are required to check back to the meeting point, and then may be given more time. The 16+ students are allowed considerably more free time, but are still required to meet up at specified times.

C7 The accommodation arrangements are very suitable. Each corridor, with up to 32 students, has two residential staff. Boys and girls are in different parts of the premises and corridors are age-group specific. All meals are provided in the school's dining room and three meals a day are prepared on site. The evening meal is at 18.00 and sandwiches are available in the residential areas after the evening activities.

Care of under 18s summary

The provision meets the section standard and exceeds it in all respects. The provision for the safeguarding of students is extremely good. Activities and excursions are planned and supervised with the ages and safety of students in mind. The arrangement and supervision of the accommodation is very suitable. *Care of under 18s* is an area of strength.