

Organisation name	Stonyhurst Language School
Inspection date	16 - 17 July 2014

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 accreditation with a spot check in the first 18 months.

Publishable statement

The British Council inspected and accredited Stonyhurst Language School in July 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 for details).

This private language school offers residential vacation courses in general English for under-18s.

Strengths were noted in the areas of staff management, quality assurance, care of students, accommodation, and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	July 2014
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related schools / centres /affiliates	Stonyhurst College
Other related non-accredited activities (in brief) at this centre	Boarding school, lettings and events

Private Sector

Date of foundation	2008
Ownership	Stonyhurst
Other accreditation/inspection	ISI

Premises profile

Address of main site	Stonyhurst College, Stonyhurst, Clitheroe BB7 9PZ
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>	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Inspectors' note of sites inspected	<p>The college occupies very large premises in extensive, well-kept grounds. It is reached via a long drive with the main, very imposing building visible throughout the long approach. The college uses parts of this building for its summer school, Stonyhurst Language School (SLS) and space has been allocated for a small office, a room for teaching staff and resources with a DoS office, a breakout/coffee area for staff and a large room for enrolment and check-in on arrival. These rooms are all relatively close together in one area. In addition, SLS makes use of classrooms in two adjacent blocks, the refectory, the swimming pool, a training shed, an art room, outdoor pitches and grounds and residential accommodation. All areas are in a good state of repair and overall the premises create an impressive environment for both study and recreation. The building has considerable historical and local interest and public, accompanied tours are offered. There are additional buildings on the site and one of them is leased to another summer school. The organisation of space and facilities made available to SLS, together with staff ratios and supervision levels means that children can be kept secure despite a very large and somewhat labyrinthine building and wider site.</p>

Student profile

	At inspection	In peak week (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
Total ELT/ESOL student numbers (FT + PT)	57	57
Full-time ELT (15+ hours per week) 18 years and over		
Full-time ELT (15+ hours per week) aged 16-17 years	2	2
Full-time ELT (15+ hours per week) aged under 16	55	55
Part-time ELT aged 18 years and over		
Part-time ELT aged 16-17 years		
Part-time ELT aged under 16 years		
Minimum age (including closed group or vacation)	10	10

Comments

Summer school runs annually in two blocks of two weeks. The age range is 10 to 16.

Accommodation profile

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

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay		
Private home		
Home tuition		
Residential		57
Hotel/guesthouse		
Independent self-catering e.g. flats, bedsits, student houses		
Arranged by student/family/guardian		
Staying with own family		
Staying in privately rented rooms/flats		

Introduction

Stonyhurst Language School (SLS) operates as part of Stonyhurst College (SC), a co-educational day and boarding school founded in 1593 and set in 2,500 acres of countryside. The same charity runs both operations as well as a commercial company which organises and manages a number of activities including lettings and events. A range of other activities take place at the same time as the SLS programme, including public tours of the main building and another summer school which leases premises on the site.

SLS is a summer school only, and runs for four weeks in July in two, two-week blocks. Students can attend for two or four weeks. There are discussions as to whether to extend the four week period for future courses. SLS is in its third year and was originally set up by the current deputy course director with other key SC staff, who have gradually handed the management on to designated EFL-qualified and experienced staff while still maintaining clear SC involvement.

The inspection took place over one full day and one half day. Meetings were held with the course director and deputy course director, the bursar, the director of activities, the director of pastoral care, the administrator, the director of studies and the domestic bursar. One inspector visited residential accommodation, saw some activities in progress and met with three activity leaders.

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 type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M2 A clear management structure is evident, linking SLS with the wider college, providing additional continuity and allowing it to benefit from the knowledge, experience and support of the wider entity. Roles and responsibilities are clear and key senior management team (SMT) members have deputies to ensure appropriate cover. The previous course director was acting as deputy course director in order to support and hand over to the new incumbent.

M4 Communications systems work very well and range from the use of walkie talkies for immediate contact, and frequent informal daily interactions, to regular formal and minuted meetings which feed into overall review meetings.

M5 Comprehensive recruitment policies, procedures and documentation are in place, and safe recruitment practice is embedded. A thorough interviewing process is documented and implemented. It was clear that all staff felt valued and well-supported.

M8 All non-management staff are appraised twice during their stay, even though the school only runs for a four week period.

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 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 SLS administrator works full time during the summer, and part time for SC throughout the year. This allows her to attend to year-round SLS-related work, as well as assisting with SC work as appropriate. In turn, she is able to call on SC staff members where necessary.

M13 Student records are kept in paper files, as well as on a database. Both are accessible at all times to SMT members.

M14 Registers are kept for every activity, including tutorials and lessons. The director of studies (DoS) checks classrooms during the first teaching period each day, and teachers use a colour system to indicate whether there are any absentees. These are followed up immediately. Teachers report any absences in later lesson periods and these are again followed up.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M17 Although there is no formally documented action plan as yet, it is clear that the school follows a cycle of continuous improvement and learning, driven by strong informal processes.

M18 Student feedback is assiduously sought and followed up. Students have a range of feedback opportunities and

comments are analysed and records made of action taken.

M19 Similarly there are numerous opportunities for staff feedback, including brief daily meetings, two appraisals and end of course feedback and debriefing sessions. Teaching staff commented that they felt listened to and that the SMT was very responsive to comments and suggestions.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course description	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

The predominant form of publicity is the website. An A5 foldout brochure containing a sample programme is also produced.

M22 Publicity gives a realistic picture of premises and facilities. Pictures used are unambiguous. Some references, such as to "first class staff" and "the very best in British education" are difficult to quantify or demonstrate. See M28. M23 Publicity outlines the structure of the school day and timetable but there are no descriptions of the course itself, or its objectives.

M24 Most information is included, although information on the age range is inconsistent. Although the number of taught hours is accurately specified, it is not easy to see how the figure is arrived at, because weeks vary and the hours are made up in different ways in different weeks.

M25 A coursebook is included in the fee but students may not take it home with them at the end of the course. This is not made clear in the publicity. Riding attracts an additional charge which is not consistently dealt with in publicity, and no approximate cost is indicated.

M28 Teachers are described as "fully qualified" and teaching as "high quality", although most teachers are TEFL initiated or QTS rather than TEFLQ.

Management summary

The provision meets and in some respects exceeds the section standard. *Staff management* is an area of strength. Student administration procedures are robust. The school listens carefully to both staff and students and *Quality assurance* is an area of strength. Publicity is generally appropriate, with some areas for attention.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>

Comments

R1 SLS space is allocated within the main building and the parts of the premises in use are spacious and provide a comfortable environment.

R2 The premises are in a good state of repair throughout.

R3 Classrooms benefit from natural light, are spacious, well-equipped and appropriately furnished. Some larger rooms were less conducive than others to language learning in small groups.

R4 Students are intensively programmed and do not have much time for relaxation, although there are common areas in the accommodation buildings. They eat in the refectory, which is newly built to high specifications and offers a very good range of appetising food.

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

Comments

R7 There is an appropriate stock of learning materials, although in some cases insufficient coursebooks meant that several students were sharing one copy. Coursebooks are loaned to students for the duration of their stay and must be returned.

R8 An adequate supply of resources for teachers is available, appropriately maintained and organised. The school is still building up these resources.

R9 There are interactive whiteboards (IWBs) in all classrooms, and appropriate support and back-up is available for all technology. Teachers have received some training in the use of IWBs and this could be built upon to ensure optimum use of the resource.

R12 There is clear evidence that recommendations from all sources are acted on and the school is in a regular process of reviewing and developing its materials and resources.

Resources and environment summary

The provision meets the section standard. Premises are spacious and well-maintained, and facilities are appropriate for the size and purpose of the school. Learning resources are still being added to and appropriate review takes place.

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 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 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

T2 One teacher did not hold a teaching qualification that met the requirements of the Scheme.

T3 The rationale provided for this teacher was accepted in the context of this inspection.

T4 Both the course director and the DoS are TEFLQ with appropriate experience.

Academic management

	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 type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T9 The summer school consists of two, two-week blocks, and it is possible for students to stay across two courses and progress. Where this is the case, new students joining classes with continuing students start halfway through the coursebook. Although care is taken to ensure that levels are appropriate for this arrangement, more attention could be paid to the implications for student satisfaction, sense of progress and continuity.

T10 Support for teachers is very good, and teachers commented positively on this. They team teach and co-plan in pods of three. There are development sessions every week. During periods when numbers are lower, a floating teacher is retained to provide additional support and facilitate peer observation.

T11 All teachers had been recently observed and teachers had found it useful. Feedback was positively received.

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 type="checkbox"/>	<input type="checkbox"/>	
T14 Course outlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 Course structure is based around coursebooks and a scheme of work is produced for each book in use. A longer first period focuses on grammar and language input and is followed by two shorter sessions aimed at providing practice and encouraging speaking. In the afternoons students are involved in project work.

T14 An overall course outline is not provided, but a weekly chart appears on classroom noticeboards, with information on what students will do each week.

T15 Students have tutorials, but these are mainly focused on welfare. There are homework periods daily and attention is paid in class to ensuring that students employ basic study skills and keep records of their work.

T16 The local and wider UK environment is integrated with course content through project work in particular.

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 type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Classroom observation record

Number of teachers seen	9
Number of observations	10
Parts of programme(s) observed	All
Comments	

All teachers were observed as well as an additional language lab session.

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 Teachers mostly showed an appropriate knowledge of the linguistic systems of English and in some segments observed the phonemic chart was in use.

T24 Most teachers were able to adapt their language well to the level of the students and some showed they had planned for differentiation. In some lessons language was less effectively graded, and lack of voice projection sometimes made it difficult for students to follow.

T25 Some lessons were very well planned and clearly met the course objectives. Weaker lesson plans were sketchy and not well thought through, particularly in terms of aims and learning outcomes and in some cases timing.

T26 The best lessons were well-paced, coherent and purposeful and had a clear learning outcome. There was a good range of activities in most classes, although there was a lack of purpose and coherence in some weaker segments, with an over-reliance on un-adapted coursebook material. At times there appeared to be a lack of clarity around whether accuracy or fluency was the focus of particular stages.

T27 Teachers generally managed resources quite well and in some cases very well, including the use and exploitation of the IWB. Some good seating arrangements as well as some less helpful layouts were seen.

T28 A range of teaching techniques was observed. Most teachers elicited and prompted appropriately, and some corrected well and included work on pronunciation. Teachers generally relied on asking for explanations or word definitions rather than concept checking and there were missed opportunities for correction of student language.

T29 In better lessons teachers set up a variety of purposeful and engaging interactive activities - often involving movement - using clear instructions. Students worked well together and were focused on the task in hand. In other lessons instructions for more complex tasks were sometimes not thought through, opportunities to get students moving were missed and pace sometimes suffered.

T30 The atmosphere and rapport were good in nearly all classes and both teachers and students were having fun. In an isolated instance there was little if any connection between the teacher and students.

Classroom observation summary

The teaching observed met the requirements of the Scheme with the majority of segments observed being judged good and a few very good. One lesson segment was judged unsatisfactory. In general, teachers showed appropriate awareness of linguistic systems and lessons had been planned appropriately to meet the needs of students.

However, more attention needed to be paid to concept checking, aims and learning outcomes and in some cases timing. A range of teaching techniques and resources was seen. IWB work was variable with some very good exploitation of the resource. Most teachers were able to manage learning activities and interactions effectively but some needed to pay more attention to instruction giving. There was a positive atmosphere in almost every class.

Teaching and learning summary

The provision meets the section standard. The majority of teachers have appropriate ELT qualifications and are given good support. Course design is appropriate to the needs and interests of students. Learner management systems and procedures are sound. 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" 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 Safety and security of students is given a high priority in the school and students are very closely supervised at all times. Staff carry walkie-talkies for added security. Students are briefed at induction about health and safety issues and in the focus group students were fully aware of how to behave and what to do in the event of a fire. Staff are also briefed at induction and there is detailed information in the staff handbook. Three fire drills had taken place during the first two weeks of the summer school and a further two were scheduled for the following two weeks. Detailed risk assessments were seen for the premises, accommodation wings, activities and excursions and these had been updated. Safety notices are clearly displayed both in teaching rooms and in corridors of the accommodation blocks. There are three fully trained first aiders on the staff and a rota is in place to ensure that at least one of them is on duty at all times.

W2 The school has a strong pastoral care policy. All staff are made aware of the policy both before arrival, at induction and in the teacher and activity staff handbooks. Students are closely supervised and the generous staff ratios enable pastoral needs to be carefully monitored and addressed. Pastoral care is centred around a short tutorial session that takes place each morning. Students are allocated a tutor on arrival and this person is usually different from the team of three teachers that they will meet in class, allowing students access to a number of staff if needed. An activity leader is also assigned to each tutor group to ensure that students have someone to approach in the afternoons or evening when they are engaged in out-of-class activities. House parents also provide pastoral care in the evenings and a nurse visits the school each day.

W3 This year the school has appointed a director of pastoral care who is a former teacher and deputy in charge of year nine and twelve in the main school and who also has experience of previous summer schools as an activities leader. He has an open timetable to ensure that all aspects of the students' pastoral care are addressed. He is also a house parent along with the director of studies and another female colleague. As well as pastoral care, he has oversight of health & safety issues and briefs the staff on all of these issues at induction. When asked in the focus group, students reported that they felt very well cared for and listed a number of people they could go to for help with a problem including the director of pastoral care, their tutor, their activity leader, their teachers, the nurse, the course director and the director of studies. An early, mid and final feedback form is administered. The early one is used to pick up any initial problems with accommodation or settling in. The daily tutorial also provides an opportunity for students to raise an issue if they need to.

W4 The school has a strong ethos of ensuring that students respect each other and themselves and, as a policy, it features strongly in information to students and at induction. The policy is provided via the student and staff handbooks and the parent information pack. It is also available on the website. A mid-course feedback form is also administered and evidence was seen of follow up.

W5 All students wear a wrist band that contains the emergency number. All students and staff wear identity lanyards which contain the person's name, photograph and also a mobile telephone number and an emergency telephone number.

W6 Transfer arrangements are made very clear to students and parents pre-arrival and the school has efficient systems to ensure that all students are met promptly. There are always at least two staff present to meet students so that one can deal with unaccompanied minors if necessary.

W7 Students and their parents are well briefed on personal safety and compliance with the law prior to arrival and at induction and information is also given in their handbooks. Further briefings take place prior to trips into shopping areas about safety, looking after personal belongings and about shoplifting. Each student has a lockable drawer for personal valuables and all money is kept in the school safe.

W8 A nurse comes to the school each day and the local hospital is 30 minutes' drive away should this be needed. Four staff are first aid trained and at least one is available at all times.

Accommodation profile

Comments on the accommodation seen by the inspectors

Stoneyhurst Language School's accommodation is located within the school grounds in Weld House or West Wing. Weld House is a purpose-built, self contained boarding house offering good quality single or twin-bedded study bedrooms with private ensuite bathrooms. There is also a television room where students can gather. It is primarily for female students but younger boys are accommodated on the lower floors. All floors are single sex and are locked at 10.30 each night. West Wing has single or twin-bedded study bedrooms with bathrooms and toilets near by. It accommodates boys only from the age of 13 upwards.

Accommodation: all types

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

Comments

W9 The accommodation is of a good standard. Rooms and facilities in both building are spacious, clean, well furnished, well lit and have natural light. Clothes are laundered twice per week and bedding once per week.

W14 Students have an opportunity to provide initial feedback on their accommodation after three days and can be moved if necessary. There is also a daily opportunity for students to feed back any issues at their tutorial and a further written opportunity mid course.

W15 All meals are provided and, on the whole students were satisfied with both the quality and quantity of food. Inspectors sampled lunch and found it to be nutritious and appetising. In addition to breakfast, lunch and dinner, students are offered a drink and snack mid morning and hot chocolate and a snack before bed.

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 Rooms and bathrooms are cleaned daily.

W23 A first aid trained person is on duty at all times. A nurse visits the school daily and the local hospital is 30 minutes' drive away. First aid boxes are located with house parents and with duty staff.

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

Comments

W26 & W27 There is a wide and varied activities programme for both dry and wet weather that includes arts & crafts, sports, games and walks. Two full-day excursions and two half-day excursions are also arranged during the four week programme. The college has its own art rooms, swimming pool, shooting range, fishing lakes, tennis courts, indoor training shed and extensive grounds and pitches. Horse riding can also be arranged for an additional fee. Students also have access to a very pleasant playroom where they congregate in the evening for activities. W28 The director and deputy director of activities are both highly experienced sports teachers who work or who have worked at Stoneyhurst. The director is responsible for the health and safety of students on activities and risk assessments sampled were rigorous and full. There are two activity leaders per groups of 14 or 15 students and all are thoroughly briefed each day as to the activities taking place and the associated risks. All activity leaders are given a pack containing a register of students in their group, a walkie-talkie, instructions about the activity and instructions on how to brief students if necessary. The pack also contains a first aid kit. At least one fully trained first aider is present on all excursions and during all activities. Students wear a school tee-shirt, a wrist band containing the emergency number and are given maps, if appropriate, that show meeting points and times. W29 All specialist activities are led by specialist trained staff who provide their own risk assessments and equipment.

Welfare and student services summary

The provision meets the section standard and in many aspects exceeds it. Welfare is given a high priority in the school and policies, procedures and briefings are rigorous and detailed. *Care of students* is a strength. Ratios of staff to students are very generous and students are closely supervised and extremely well cared for. *Accommodation* is an area of strength. Accommodation is of a high standard and systems for supervision and support are exemplary. *Leisure opportunities* is also an area of strength. The school provides exceptional opportunities for activities led by highly experienced and well-trained staff. Generous ratios are also applied to activities to ensure student safety, security, engagement and enjoyment.

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 materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

C1 There is a comprehensive safeguarding policy supported by practical documentation that details the school's child protection policy and procedures that address prevention, protection and support. The school operates safer recruitment procedures that include DBS checks on all staff and volunteers before their appointment is confirmed and a checklist of safer recruitment questions asked at interview.

C2 All staff are briefed at induction by the director of pastoral care who has level three safeguarding training. There is comprehensive and detailed information and guidance in both the activity leader and the teacher handbooks and students receive guidance as appropriate to them.

C3 Parents receive a comprehensive overview of arrangements for pastoral care.

C4 Applicants are asked to explain gaps in their CV at interview but are not informed of this prior to interview.

C6 There is a high ratio of staff to students and high levels of supervision at all times. For general movement around the school and at breaks and lunchtimes, there is a minimum 1:20 ratio. In practice this is often much higher. Supervisors and activity leaders are well qualified and extremely well briefed. During activities or on excursions the school operates a ratio of 1:8. At inspection, this was 1:7. For evening activities and entertainment, the school operates ratios of between 1:12 and 1:15.

C7 Overnight supervision depends on the age of children on each floor and the school advertises ratios of between 1:10 for younger children and 1:16 for older ones. At inspection, ratios were much higher as teachers and activity leaders were also in residence in addition to the duty supervisor on each floor and the house parent in each building. There is a male and female house parent in Weld House where there are both female and younger male (aged 10–13) students. Male and female students are accommodated on separate floors and each floor is locked down at 10.30, when all children are checked by the duty supervisor of their floor.

Care of under 18s summary

The provision meets the section standard and in many aspects exceeds it. Staff, students and parents are extremely well briefed on safety issues. Students are supervised at all times and ratios are high. The school's child protection policy is comprehensive and detailed and procedures are applied rigorously.

