

Organisation name	Summer Boarding Courses, Head office Esholt
Inspection date	28 July – 1 August 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 continued accreditation.

Publishable statement

The British Council inspected and accredited Summer Boarding Courses 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 summer courses in English for under 18s.

Strengths were noted in the areas of staff management, student administration, quality assurance, premises and facilities, academic management, course design, 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: Multicentre

1. Collated data for whole organisation (including eligible centres not inspected)

Inspection history	Dates/details
First inspection	10-13 August 2010
Last full inspection	10-13 August 2010
Subsequent spot check (if applicable)	9-11 July 2011
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related schools / centres /affiliates	N/a
Other related non-accredited activities (in brief) at this centre	N/a

Private Sector

Date of foundation	2008
Ownership	Limited Company
Other accreditation/inspection	N/a

Premises profile

Address of HQ	Unit E, Home Farm, The Avenue, Esholt BD17 7RH
Addresses of centres offering ELT at the time of the inspection	Abberley Hall International Summer School, Abberley Hall School, Worcester WR6 6DD SBC Oxford International Summer School, The Dragon School, Bardwell Road, Oxford OX2 6SS SBC Bournemouth International Summer School, Canford School, Wimborne, Dorset BH21 3AD Headington Oxford International Summer School, Headington School, Oxford OX3 7TD Oxford College International Summer School, Wycliffe Hall, 54 Banbury Road, Oxford OX2 6PW
Addresses of any additional centres not open or offering ELT at the time of the inspection	N/a
For inspectors' use: profile of sites visited	The inspectors visited Abberley Hall and Headington School. The former is large boarding school set in very extensive grounds in a rural setting near Kidderminster; the latter a day and boarding school in somewhat less extensive grounds in the centre of the Headington area of Oxford. They also visited SBC's headquarters in a converted farm house in a valley near Bradford.

Student profile	Collated totals at time of inspection: all centres	Collated totals in peak week: all centres
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)	724	768
Full-time ELT (15+ hours per week) 18 years and over		
Full-time ELT (15+ hours per week) aged 16-17 years	52	53
Full-time ELT (15+ hours per week) aged under 16	672	715
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)	7	7
Typical age range	8-17	8-17
Typical length of stay	2.45 weeks	2.45 weeks

Predominant nationalities	French, Chinese, Italian, German, Russian	French, Chinese, Italian, German, Russian
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Staff profile	Collated totals at time of inspection: all centres	Collated total in peak week: all centres
Total number of teachers on eligible ELT courses	54	55
Number teaching ELT under 10 hours/week		
Number teaching ELT 10-19 hours/week	54	
Number teaching ELT 20 hours and over/week		
Total number of administrative/ancillary staff	84	

Academic staff qualifications to teach ELT/ESOL

Profile at time of inspection: collated totals at all centres	
Professional qualifications	Total number of teachers
Diploma-level ELT/ESOL qualification (TEFLQ)	4
Certificate-level ELT/ESOL qualification (TEFLI)	44
YL initiated	
Qualified teacher status only (QTS)	6
Teachers without appropriate ELT/ESOL qualifications (NB Rationales need to be prepared for teachers in this category at centres inspected; inspectors may ask for rationales for teachers at other centres)	
Total	54

These figures exclude the academic manager(s)

Comments:
None.

Course profile (across all centres covered by this accreditation)

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults (18+)	<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
None.

2. Data on centres visited

1. Name of centre	Abberley Hall International Summer School
2. Name of centre	Headington Oxford International Summer School

Student profile	Totals at inspection: these centres		Totals in peak week: 21-27 July these centres	
	1	2	1	2
Centres	1	2	1	2
Of all international students, approximate percentage on ELT/ESOL courses	100	100	100	100
Total ELT/ESOL student numbers (FT + PT)	101	189	108	209

ELT/ESOL Students (eligible courses)	At inspection		In peak week	
Full-time ELT (15+ hours per week) 18 years and over				
Full-time ELT (15+ hours per week) aged 16-17 years		18		19
Full-time ELT (15+ hours per week) aged under 16	101	171	108	190
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)	7	12	7	12
Typical age range	8-12	13-16	8-12	13-16
Typical length of stay	3	3	3	3
Predominant nationalities	French, Chinese, Italian, German, Russian		French, Chinese, Italian, German, Russian	

Staff profile	At inspection		In peak week	
Total number of teachers on eligible ELT courses	8	14	8	14
Number teaching ELT under 10 hours/week				
Number teaching ELT 10-19 hours/week	8	14	8	14
Number teaching ELT 20 hours and over/week				
Total number of administrative/ancillary staff	16	19	16	19

Academic staff qualifications to teach ELT/ESOL

Profile at inspection: at these centres		
Professional qualifications	Total number of teachers	
Diploma-level ELT/ESOL qualification (TEFLQ)	1	1
Certificate-level ELT/ESOL qualification (TEFLI)	6	12
YL initiated		
Qualified teacher status only (QTS)	1	1
Rationale(s) required for teachers without appropriate ELT/ESOL qualifications		
Total	8	14

These figures exclude the academic manager(s)

Comments
None.

Accommodation profile

Numbers at time of inspection: at these centres				
Types of accommodation	Adults		Under 18s	
Arranged by provider/agency				
Homestay				
Private home				
Home tuition				
Residential			101	188
Hotel/guesthouse				
Independent self-catering e.g. flats, bedsits, student houses				
Arranged by student/family/guardian				
Staying with own family				1
Staying in privately rented rooms/flats				

Introduction

Summer Boarding Courses (SBC) was founded in 2008 to run summer English, activity and excursion courses for under 18s in UK boarding schools. Its first courses were run at Dean Close School in Cheltenham in 2009. Provision was expanded and when the first inspection took place in 2010 three centres were in operation. At the time of the 2014 inspection, courses were being held in five centres: Abberley Hall near Kidderminster, Canford School near Bournemouth, The Dragon School in Oxford, Headington School in Oxford and Wycliffe Hall in Oxford. None of these centres are shared with other providers of EFL courses. The centres at Abberley Hall and Headington are known by those names; Wycliffe Hall is known as Oxford College, the other two are described as SBC Bournemouth and SBC Oxford. There was a wide range of nationalities at the centres, with over 90 countries represented across them; approximately 90 percent of the enrolments were individual.

Abberley Hall, Headington School and the SBC head office were visited, in that order, during the inspection which lasted for one full day and four half days.

At the centres meetings were held with the centre managers, assistant centre managers, directors of studies (DoS), activity managers, house parents, representatives of the host schools and focus groups of students, teachers and activity leaders.

At head office the inspectors met the two company directors, the academic manager, the human resources manager, the office coordinator and a programme manager.

The residential accommodation and leisure facilities were inspected at both centres. Eight teachers at Abberley Hall and 14 at Headington School were observed.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The organisation structure at head office and in the centres is clear with transparent reporting lines and satisfactory cover arrangements.

M4 There is frequent communication, both formal and informal, in the centres and at head office and between them. Various formats and media are used and the formal communications are well recorded. Teachers, who have daily meetings with the DoS in centres, and other SBC staff felt that communication was rapid and effective, as did the liaison personnel in the host institutions.

M5 There is a comprehensive policy for recruitment with thorough procedures for each stage. There are multiple interviews and excellent HR records and other documentation. Staff feel valued and well-supported.

M6 There are full and well-ordered sets of references, qualifications and other recruitment documents, but copies of certificates are neither signed nor dated.

M7 There is a three day induction meeting in Leeds for head office staff and all managers due to work in the centres; it includes both school specific and role specific training. Set-up at schools is followed by a further three day induction period for all staff working within each school with cascading of information from the management meeting. There are check lists to ensure that staff have received briefing and training on all relevant points. Staff felt fully prepared for their jobs and, with hindsight, would not have altered the induction process in any way.

M8 All staff in the centres are asked to complete an initial feedback form which serves as the basis of an appraisal in the first week by a manager other than their line manager. In the fourth week there is a second appraisal, this time with the line manager. Head office staff have at least annual appraisals with their line managers. Both appraisal systems are well documented.

M9 Continuing professional development for academic staff in the schools is led by the DoS with the first workshops, on communicative teaching, emergent language and error correction forming part of the induction process. There are then weekly workshops for teachers. Activity leaders and house parents have training sessions with their respective line managers in centres. There are daily meetings in the morning before duties commence for all three categories; these have a developmental aspect. Staff working in head office had received training and other forms of CPD usually as an outcome of their appraisals.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M10 Staff were consistently friendly, helpful and supportive in their interactions with students. Information was quickly retrieved from a comprehensive database tailored to the purposes of the provider. There were sufficient numbers, even at busy times, for them to take the necessary time with students.

M11 In addition to the information in the publicity, SBC has developed detailed pre-departure packs for parents who are assigned to one of a number of parent liaison officers at head office. Students felt that their expectations and needs had been met.

M13 Full records are kept but the contact person's ability in English is not noted.

M14 Attendance at lessons, activities and excursions is obligatory. Registers are kept. If a student is absent because of illness, this is recorded by the house parent in the house log and the student's teacher, activity leaders and managers are made aware.

M15 Course rules, and the consequences of breaching them, are contained in pre-arrival information sent to parents; students are reminded of them on arrival and the rules are included in the student handbook. There is a behaviour management policy which includes a staged process that is designed to support the student and remove the reasons for poor behaviour.

Quality assurance

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

M16 A written action plan was presented containing evidence that nearly all of the points raised in previous report had been addressed.

M17 There is a comprehensive quality review cycle that begins in the autumn with a major meeting that looks at centre manager reports and staff and student feedback before drawing up an action plan. This plan is then implemented by the May preceding the following year's courses.

M18 Students complete an initial feedback form in their first week, and a final form in their last week. At Headington, there is a student council with ten student representatives is being piloted; the intention is to introduce such councils at all centres next year. After its meetings minutes are issued and posted on noticeboards; these are couched in 'you said, we did' terms.

M19 Centre managers write summative reports that are sent to head office. All other staff complete a feedback form that is submitted direct to head office. These feed into the quality review cycle together with students' feedback.

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 description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M21 The language used in the publicity is clear and accurate without typos or poor usage.

M22 Although photos are not captioned, they and the written information in the publicity are representative of student experience.

M23 Met, but the course description of the *summer study* course suggests that students will be following a UK boarding school curriculum where, in fact, their classes are CLIL based (content and language integrated learning).

M24 There were a very limited number of students below the minimum age given in publicity; parents are informed in the terms and conditions that the Directors of Summer Boarding Courses reserve the right to accept an application for a student whose birthday falls within 12 months of the advertised age range, if it is felt by the Directors and parents, that the school in question would be the most suitable to them. Inspectors were also informed that the sibling of an enrolled student up to 12 months below the minimum age may, exceptionally, also be enrolled.

M28 Generally accurate, but on occasion staff are referred to as *experienced* when several were recently TEFL-certified graduates with little experience.

Management summary

The provision meets and often exceeds the section standard. *Staff management, Student administration* and *Quality assurance* are areas of strength and the publicity is generally sound.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 Classrooms accommodate the maximum class size with ease and other indoor areas are generously dimensioned for the purposes to which they are put. In the centres visited, the outdoor areas are very extensive, some 90 acres at Abberley Hall with smaller but still extensive grounds at Headington.
R2 Premises were in a good state of repair and both they and the outdoor areas were well-maintained.
R3 Classrooms were of a good size, quiet, well ventilated and furnished to allow flexibility of layout. All students could see, hear and write in comfort.
R4 Relaxation facilities were good.
R6 There were good sized staff rooms at both centres.

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 checked="" 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 SBC uses a combination of published coursebooks and good quality in-house materials. These were well organised and, for the most part, up-to-date. There were extensive supplementary materials and further resources which teachers could draw on, including some in SBC's cloud drive.
R8 A wide range of paper-based and digital resources, together with computers and printers as well as materials production and reproduction facilities were available to teachers.
R9 There was a good range of educational technology in the classrooms. It was in good working order and used by teachers frequently and with confidence.
R12 Review and development of learning resources is included in the quality review cycle outlined under quality assurance.

Resources and environment summary

The provision meets and sometimes exceeds the section standard. The *Premises and facilities* and outdoor areas are of a very high standard, an area of strength, and the learning resources are good.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T4 Two of the five centres' directors of studies were TEFLI. They were often, though not always, assisted in for example observations by the SBC academic manager during his visits.

T5 Rationales for the two directors of studies showed evidence of experience that rendered them suitable for their current posts and that they were being supported by head office staff and by their TEFLQ peers. The rationales were accepted within the context of the inspection.

Academic management

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

Comments

T6 Teachers are matched to courses on the basis of their experience and stated preferences; these are discussed with the respective DoS at induction.

T8 The academic managers in the centres are non-teaching and are the first to cover for absent teachers. In both centres visited there were other members of staff, such as deputy centre managers, activity leaders and house parents with suitable qualifications and experience available to cover if needed. Lessons are never cancelled and groups are not doubled up.

T10 There is a range of CPD activities starting during the induction days and the DoS is constantly available for daily support. Peer observation takes place during the latter weeks of the course with the DoS providing teaching cover.

T11 Teachers are observed during their first week and then two or three weeks later. These observations are carried out by the TEFLQ academic managers in those centres that have one. In the two centres with TEFLI academic managers, the first round of observations was conducted by the centre academic manager together with the head office academic manager. Subsequent observations were, however, done by the centre academic managers alone although these were developmental rather than management.

Course design and implementation

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

Comments

T12 Courses for each level and age group are centred on course books and associated materials together with a folder of supplementary materials developed in-house. These created very sound and robust course designs. The only partial exception is the young learner syllabus which was created in-house; it is, in some respects, written for a rather older age range than the one it is used with and this has led to some unsuitable methods and materials that were not engaging the students in class. SBC has recognised this and there are plans to develop a new young learner syllabus.

T13 Each DoS sends an end of course report to the head office academic manager who also collates feedback submitted by teachers. The syllabus is reviewed on the basis of these documents and an action plan finalised by October. Materials decided on in this plan are produced by May of the following year.

T14 Weekly schemes of work are posted in classrooms. The metalanguage in these is much more student friendly than that in the schemes of work for teachers; it gives the focus, theme and a description of student outcomes for each lesson.

T15 A record of work done and vocabulary learnt is kept in student handbooks that have a substantial workbook section; these were seen to be used in class.

T16 Excursions are the only occasions when the students come into contact with UK life outside their schools; they are led up to in class using materials specially developed for each of them. There are also follow up activities at each level.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<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 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 checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 The students take a written test and are interviewed before being allocated to a class. CEFR levels are used. Classes appeared to be reasonably homogeneous; there was evidence that relatively few students needed to be moved to another class after their initial allocation.

T21 Students are issued with leaving certificates and reports. The latter give the student's level of ability in CEFR terms but also, potentially confusingly, use an A-E scale in reverse order for the student's involvement and effort during the course.

T22 The summer study programme, which includes English taught through studying a range of school subjects, prepares students for possible English-medium school studies in the UK or elsewhere.

Classroom observation record

Number of teachers seen	22
Number of observations	22
Parts of programme(s) observed	General English and summer study (CLIL).

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 The models of spoken and written language produced by teachers were accurate and apposite. Models on whiteboards generally indicated word class and stress.

T24 Target language and metalanguage were well pitched for the various classes. Differentiation was not fully developed as observed segments were of newly formed classes containing a number of students the teachers were meeting for the first time.

T25 Plans were detailed and often had outcomes expressed in learner rather than teacher terms. In some cases, the aims of the lesson were written on the board. Timings were reasonably accurate.

T26 Lessons were well staged with appropriate warmers and clear links between the various phases of the lesson. There were frequent periods of reinforcement and recycling.

T27 Instructions given were clear and their comprehension was checked. Coursebooks were used for the most part judiciously although, on occasion, segments were too book-based and consequently unengaging. Whiteboards were zoned and could be easily read. Interactive whiteboards were used frequently with confidence and imagination. Furniture was re-arranged according to the activity and students were often encouraged to move around in a way appropriate to their age and what they were doing.

T28 There was confident use of a wide range of techniques; these included questioning, elicitation and concept checking. There was usually a reasonable level of error correction and a variety of modes for doing it including peer and some self correction. There was rarely excessive teacher talking time.

T29 Students were for the most part engaged in their classes, with some exceptions in the young learner classes where sometimes laboured materials could lead to some boredom amongst students.

T30 In classes with a consistently high level of nationalities represented, teachers showed sensitivity to this variety and indeed made use of it as a means of sensitising students while encouraging their language learning. Pairing and grouping were done sensitively. There was a good rapport between teachers and students.

Classroom observation summary

The segments observed all met the section standard and often exceeded it. The teaching ranged from excellent, in a majority of the segments, to satisfactory. Students clearly liked their classes and felt they were making progress.

Teaching and learning summary

The provision meets the section standard and exceeds it in some areas. The teachers have suitable qualifications and are well supported. *Teaching*, *Academic management* and *Course design* are areas of strength. The teaching observed easily met the requirements of the Scheme; *Teaching* is an area 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 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 type="checkbox"/>	<input type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 At Abberley Hall supervision ratios for students are between 1:5 and 1:6. The younger students on this site are supervised at all times. At Headington all students from 12-16 are supervised at all times. On excursions from Headington, students are allowed 1 - 1.5 hours of unsupervised free time with clear rules for timed return to prescribed meeting points. Any Headington students aged 12 are only allowed such unsupervised excursion time

with parental permission; students must be in groups of two or three during all such unsupervised free time. Students at both locations visited were very clear that they felt very safe at all times during their stay with SBC. Staff patrol site boundaries and access to the sites is restricted for external visitors and both sites visited have detailed records of appropriate fire drills and procedures.

W2 House parents work closely with other staff to ensure students receive appropriate pastoral care throughout their stay at SBC. There is a wide range of systems in place to facilitate staff awareness of any potential pastoral issues affecting students. The key role played by full-time house parents in ensuring students' needs are monitored and referred as needed to senior management is a vital part of the pastoral care provision in SBC. House parents do not work alone in undertaking their pastoral role. During periods of house time, each house parent works alongside at least one other member of staff. House parents report any pastoral concerns to senior management through daily meetings and senior management ensures parent liaison officers in head office are aware of all such issues, thus ensuring pro-active communication with parents or guardians as needed.

W3 House parents are the known points of first contact at both locations. An individual student log is kept by house parents at Abberley Hall for each student recording any issues of pastoral concern as well as noting positive points of progress. These are discussed at a daily meeting with the centre director. House logs are kept at Headington with pastoral details recorded for each student. Any student at Headington showing any areas of concern from a pastoral perspective is monitored through an individual student log and pastoral issues are discussed at the daily meetings with house parents and centre management.

W4 Each house parent works with students in their house to devise a set of agreed House Rules which are prominently displayed in each house at both locations and which are based on the Golden Rules. The Golden Rules include a clear line on appropriate behaviour and respect for others and these are written up in full in all Student Handbooks.

W5 The system in place for the emergency contact number, calls the first number in the management hierarchy at each centre – the centre director. If this is not answered, the system then seeks out the remaining managers at the centre. If for some reason, this is not answered by summer school staff, the call is routed to an emergency head office phone (which is manned on a rota basis 24/7). This system ensures that there is sufficient cover in place for the emergency phone so that it is never just one person's sole responsibility.

Accommodation profile

Comments on the accommodation seen by the inspectors

At Abberley Hall students are accommodated in four houses. Boys are in east and west houses on the 1st floor of one of the school residential blocks and girls are in the north and south houses on the 2nd floor. Each house has a live-in full-time house parent with overall pastoral responsibility for between 20-25 students who live in dorms of between five to eight beds. House parents have their own individual rooms at one end of the corridor and other staff members – activity leaders and teachers – share a dorm room at the other end of each corridor. Staff names and photos are clearly displayed showing who is a qualified first aider. All house parents are first aid trained. Wake up calls are a joint activity between the staff on morning duty and a different dorm each day – staff get one dorm each day to join them in going round the other dorms to wake up the children. Rooms are spacious and students all make their own bed each morning. Toilet and shower facilities are available on each corridor. Every evening, house parents spend time with all the children in their house going over the day's activities and reflecting on the next day's programme. Students are very keen to gain house points for good behaviour and engagement in the programme. One inspector visited two of the four houses – one girls' house and one boys' house.

At Headington, 167 students were resident in on-site houses and one student was living next to the school with his father. Headington has five houses. Latimer and Marsh are boys' houses with a mix of single and twin rooms. Napier and Hillstow are houses for the older girls with single and twin rooms. Davenport is a detached house with one seven-bed dorm, one five-bed dorm, two four-bed dorms and two three-bed dorms and houses the younger girls. All houses have spacious common rooms for relaxation during supervised house time and computer suites which some students use during house time. Internet access is age-restricted. Common rooms in the boys' houses have table tennis and table football facilities. All common rooms have TV and a range of comfortable sofas. Common rooms are the focal point for squash and biscuits after all evening activities during which time house parents spend time with the children and take stock of the day. Each house has its own dedicated first aid trained house parent and four of the five houses have a 1:4 staff-student ratio, while Latimer has a 1:7 staff-student ratio. Most SBC management staff live in the health centre adjacent to the residences. Students at Headington are awarded house points throughout the day for participation and good behaviour and students clearly take this very seriously. Students reported very favourably on their residences and were all clear who to contact if they had any concerns. One inspector visited three of the five houses on-site.

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

Comments

W14 On both sites seen, the involvement of house parents from the outset ensures initial dissatisfaction or inappropriate room allocations are tackled at a very early stage and students can be moved to a new room if needed. The arrival questionnaire completed by students in class during the first three to four days, includes the simple question – “What is your bedroom like?” using a smiley faces rating.

W15 Meals on both sites offer a variety of food with salads and vegetable options. Students reported good levels of satisfaction with the food on offer at both sites seen. At Headington on the day of the inspection, pork sausages were on offer with no cautionary warning for Muslim students as to their composition.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 All houses are cleaned six days per week by school staff. Students gain house points for keeping their beds and rooms tidy.

W23 There are first aid trained staff in each house. Any health issues are reported and recorded through the daily meetings with management.

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 At both locations, students have access to a very wide range of sporting and leisure activities and events all of which are age appropriate and keep students engaged. At Abberley Hall, the first Monday afternoon provides students with a range of taster activities and they are then given the weekly menu of afternoon activities from which they choose one activity for session 1 and another activity for session 2. At both locations, whole school activities run every evening under the supervision of at least nine school staff. At Headington, students choose afternoon activities on a daily basis, as they are more likely to be influenced by what their friends' are doing. There are two whole school excursion days at each location and following one of these excursions, students have an evening of house time with their house parent and other staff. In both locations, English Plus students do a mix of off-site and on-site activities on two days of the week. At Headington, this can be extra English lessons on two afternoons. Off-site activities include horse riding and adventure sports. At both locations the student focus groups reported that the activities programme was one of the best aspects of their stay.

W27 On two afternoons per week at each location, students choose from a wide range of multi-activities, including sporting and craft-based activities. Those students on English Plus can be off-site on two afternoons per week, and other students engage in on-site activities. Two afternoons per week involve a range of activities and events run by external providers and can include bouncy castles, gladiator seats, and, at Abberley Hall, an activity giving children a chance to play with animals. All external providers are vetted and checked by head office and inspectors saw documentary evidence of this process. SBC staffing levels are high at all activities, with staff:student ratios above nationally accepted norms for the age ranges involved. There are always staff on 'roaming' duties which enables them to respond as additional support as needed for any activity.

W28 On both locations, the activities manager and all activity leaders adopt a very systematic and responsive approach to risk assessment. Risk assessments are in place for all activities on-site and off-site. Each activity register includes a visual risk assessment which must be completed for all activities during the week. This highlights any previously unseen risks and these are then incorporated into the formal risk assessment for the activity. When new activities are undertaken, all pertinent staff are actively engaged in developing a full risk assessment both pre-activity, during the activity and following the activity. The daily morning meetings for all activity staff include any updates on risk factors as a regular agenda item.

W29 Activities are led by qualified and experienced staff. Off-site providers of activities are all vetted and risk assessed appropriately.

Welfare and student services summary

The provision meets the section standard, and exceeds it in some areas. The *Care of students and Leisure opportunities* are areas of strength. Overall, the school offers a very safe and supportive environment for students. Students' needs for information and pastoral care are well met by house parents and school staff. Residential accommodation on-site is entirely appropriate for the age of the students and is well managed by resident staff. The leisure programme offers students a wide choice of engaging and varied activities and events throughout the week all of which are valued and appreciated by students.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

C1 SBC has a clear and comprehensive policy in place which is put into practice through a range of supporting documentation. Incident reporting is built into daily staff and management meetings. The policy includes comprehensive safe recruitment checks for all staff.

C2 There is a detailed three-day induction programme for all staff which covers a range of different scenarios and how to respond appropriately to these. The safeguarding and child protection policy is embedded in staff practice in this way.

C5 All staff are suitability checked through the safe recruitment procedures and external providers are formally checked and vetted through head office.

C6 SBC operates with a high supervision ratio of staff to students. For activities this is managed in line with risk assessments with higher risk activities carrying a higher staff:student ratio. The residences run with around a 1:5 staff:student ratio and many activities run on a 1:6 ratio.

C7 The residential accommodation provided on-site is entirely appropriate for the ages of the students and the presence of live-in staff ensures a high supervision ratio at all times. All house parents and at least one other staff member in each house is a qualified first aider.

C8 Parent liaison officers keep in close and regular pro-active contact with parents or guardians. The parent welcome pack includes SBC contact details.

Care of under 18s summary

The provision meets the section standard, and exceeds it in some aspects. Overall *Care of under 18s* is an area of strength. The level of care given to under 18s is appropriate and communicated regularly to parents and guardians. Residences are managed with the safety and pastoral needs of students very much in mind.
