

Organisation name	TASIS The American School in England, Thorpe
Inspection date	28 – 29 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 continued accreditation with the submission of evidence that the weaknesses identified have been addressed.

Publishable statement

The British Council inspected and accredited TASIS The American School in England 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 boarding and day school offers residential vacation courses in general English for under-18s.

The inspection report noted a need for improvement in the area of publicity.

Strengths were noted in the areas of premises and facilities, learner management, care of students 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 2004
Last full inspection	July 2010
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related schools / centres /affiliates	TASIS The American School in Switzerland and other TASIS summer programmes in Switzerland, Puerto Rico and France.
Other related non-accredited activities (in brief) at this centre	TASIS England year-round programme.

Private Sector

Date of foundation	1976
Ownership	Private Limited Company - Reg No:1604308
Other accreditation/inspection	OFSTED / New England Association of Schools & Colleges and the European Council of International Schools

Premises profile

Address of main site	Coldharbour Lane, Thorpe, Surrey TW20 8TE
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
For inspectors' use: profile of sites visited	TASIS The American School in England (TASIS England) is located in a 46 acre campus centring on two Georgian mansions surrounded by a number of other buildings, some 17 th century, others that are purpose-built but in a compatible style, giving the campus a village-like feel. In addition to the teaching, residential and administrative accommodation, there is a sports hall and fitness centre, a large theatre, art and dance studios, a health centre and a library. The dining room, which is in one of the mansions, looks out over a lake. The school is close to the centre of the small village of Thorpe. The campus is bisected by a country lane and where it cuts through, there are high brick walls on either side. There is traffic calming at the crossing point between the two parts of the campus.

Student profile

	At inspection	In peak week (<i>July</i>) (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	60%	60%
ELT/ESOL Students (eligible courses)	At inspection	In peak week
Total ELT/ESOL student numbers (FT + PT)	136	136
Full-time ELT (15+ hours per week) 18 years and over	1	1
Full-time ELT (15+ hours per week) aged 16-17 years	33	33
Full-time ELT (15+ hours per week) aged under 16	102	102
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16-17 years	0	0
Part-time ELT aged under 16 years	0	0
Minimum age (including closed group or vacation)	11	11
Typical age range	10-18	10-18
Typical length of stay	3 weeks	3 weeks
Predominant nationalities	Italian, Japanese, Russian, Spanish, Turkish	Italian, Japanese, Russian, Spanish, Turkish
Number on PBS Tier 4 General student visas	0	0

Number on PBS Tier 4 child visas	2	2
Number on student visitor visas	0	0
Number on child visitor visas	63	63

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	11	11
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10-19 hours/week	11	
Number teaching ELT 20 hours and over/week	0	
Total number of administrative/ancillary staff	26	

Academic staff qualifications to teach ELT/TESOL

Profile at inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	4
Certificate-level ELT/TESOL qualification (TEFLI)	5
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	2
Total	11

These figures exclude the academic manager(s)

Comments
The administrative/ancillary staff include ten teaching assistants who provide welfare support, help run social events and sometimes assist in ESL lessons. They also include seven teachers of electives, whose courses are not part of the eligible provision, but which form an important part of the overall programme for ESL students. The remaining nine administrative/ancillary staff have administrative roles. The academic manager of ESL is TEFL-qualified.

Course profile

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

Comments
The other course is Writing and Speaking Enhancement for proficient speakers. The age range for ELT is 10-18.

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	135	135
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

TASIS England is part of an organisation of international schools offering American style education. The original school is in Switzerland with affiliates in England and Puerto Rico. All schools offer an academic-year curriculum preparing American and international students for American school exams and/or the International Baccalaureate. The age range at TASIS England is from five to 18.

All the schools offer summer programmes and the English school's programme includes an English language option. Running for six weeks, the TASIS England Summer Program includes two other options: academic courses and enrichment courses. The academic option comprises courses in algebra and geometry while enrichment comprises eleven courses ranging from creative drawing, sketching and 3-D design to advanced mathematics. The enrichment option also includes a writing and speaking enhancement course which is aimed at advanced level ESOL students. During the setting up of the inspection, it was judged that this course was eligible for inclusion and as a result the school decided that it would be included in the English language offering rather than enrichment.

Students enrol either for the full six weeks or, more commonly, for the first or second three weeks. They join one of the three options and also take elective courses. There were seven electives running in 2014: digital photography, movie making, theatre skills, the magical world of Harry Potter, introduction to robotics, digital music and studio art. Although these were deemed not to be eligible courses because their primary aim is not language improvement, they are an important part of the programme for ESOL students.

The programme also includes sports, excursions and on-campus activities, which are available to all students. So for much of the day the ESOL students are integrated with students from the other two options and they share the same residential accommodation.

The inspection lasted two days and there were two inspectors. Meetings were held with the director of the summer programme, the director of ESL, the director of academics, the director of summer admissions, marketing and international recruitment, the director of activities, the director of residential life, the director of operations, the director of sports, the financial accountant, the summer admissions assistant and the nurse. They also had group meetings with students and teachers. They observed segments of lessons taught by all of the ESL teachers on the timetable. One inspector carried out drop-in observations of three elective lessons. The other inspector visited the residential accommodation.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 There is a clear structure with satisfactory arrangements to ensure continuity. The director of ESL is responsible for the English language option and the academic and enrichment options are run by the director of academics. Both report to the director of the summer programme. All roles are supported by assistants which makes good provision for continuity.

M3 Duties are satisfactorily specified for managers and administrators. The description of duties for teachers makes a general reference to academic duties but only specifies writing evaluations, providing course outlines and keeping lesson records.

M4 There are good formal and informal channels of communication. Managers have weekly meetings and the ESL teachers meet frequently with the academic manager. Email, mailboxes and bulletin boards are also used effectively. In addition, students on the enrichment programme broadcast a daily video news, which is used in the teaching of ESL students.

M5 Human resources policies are generally satisfactory and well implemented. There is a high rate of returning staff year on year (over 70 percent). However, policies do not consistently incorporate the safer recruitment measures specified in C4 below.

M6 This is not met. Although the school is committed to recruiting suitably qualified staff and has thorough safeguarding checks, it has not sufficiently verified teachers' qualifications. It does not consistently record that original certificates have been seen. Records of references are incomplete; some references are open testimonials, which do not address the requirements of a particular post; and usually only one reference is on file.

M7 Induction is very thorough and well supported by detailed documentation. Senior staff have flights paid to attend meetings in February to plan the summer programme. There is a three-day orientation prior to the start of the summer programme covering all aspects of it.

M8 There are programme-wide measures to monitor and appraise staff, including brief visits to all classes by the programme director, lesson observations by the director of ESL, mid-session reports and a detailed evaluation of the performance of all staff which is logged by the director on a spreadsheet. This latter takes account of student feedback. There are appropriate measures in place to deal with unsatisfactory performance.

M9 The school fosters the professional development of its staff. At the end of each summer, following appraisal, staff who performed well are identified and offered more responsible positions the following year, thus improving continuity. The director of ESL was part-sponsored to upgrade his professional qualifications.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 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

M11 The prospectus and the website include clear information on the programme. The sales and marketing team are very experienced and know the courses well, so can advise applicants on appropriate choices.

M14 The student handbook and employee handbook include a clear policy on student attendance and punctuality and appropriate procedures to deal with absence or lateness. Records are kept and monitored by the director of academics. Prompt and effective action is taken when required.

Quality assurance

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

Comments

M17 There are effective systems both for ongoing adjustments during the summer and for end-of-programme review. There are administrative meetings every Tuesday, which had allowed the programme director to make adjustments to the rota system for monitoring students during homework time, thus giving teachers more time for lesson preparation. Both the summer programme director and the director of summer admissions, marketing and international recruitment write reports for senior management at the end of the summer. These take account of feedback from students and staff.

M18 Initial and end-of-course feedback is collected. The former is acted on promptly if necessary; the latter is analysed by the summer programme director and informs the review process. The end-of-course feedback form has a large number of check boxes on all aspects of the programme. There are also text boxes at the end for prose comments. From the completed forms sampled, it was difficult to judge how the comments correlated with the quantitative data in the checkboxes, particularly in relation to feedback on individual members of staff.

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 type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

There is a printed prospectus and a leaflet on the summer English courses as well as a website. Both media are equally important.

M24 The times of classes and the number of taught hours per week are given, as are the dates of the courses. However, the maximum class size is not stated and the minimum enrolment age is not easy to find.

M25 This criterion is just met, but the information is not easy to find. Most of it is included on the application form, which is not accessible enough for prospective applicants.

M28 This is not met. The prospectus states that 'teachers are carefully chosen for the quality of their degrees'. However, at the time of the inspection, three teachers did not have level 6 qualifications.

M29 This is not met. There is an abbreviated version of the summary statement from the 2010 report in the prospectus and on the website.

Management summary

The provision comfortably meets the section standard. Staff are well managed and the administration of students is efficient. Management of the provision operates to the benefit of its students and in accordance with its publicity.

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

Comments

R1 The campus is very spacious with a generous number of rooms for students and staff.

R2 The upkeep and décor of the premises is very good. The grounds are beautifully kept and the buildings are very well maintained and cleaned.

R4 There is a very good provision of space for relaxation and the consumption of food for students. The dining room in which students are served three meals a day is spacious, light and has a beautiful outlook on the grounds. There is also a pleasant coffee bar with a large conservatory opening onto a patio area well provided with tables and seating. The food sampled was tasty, healthy and varied.

R6 There is a staff room for all teachers with facilities for making refreshments. Teachers have dedicated classrooms which they normally use for lesson preparation. They also have access to the sports and gym facilities used by the students.

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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R8 There is a modest stock of printed materials for teachers. These are kept in the office of the director of ESL, which also serves as the resources room.

R9 Classrooms are well equipped and well maintained. There are computers and projectors in each room. Teachers are trained and demonstrated competence in using this technology. There is also a computer lab with 20 workstations which is used for the placement test and to which teachers can take their classes for lessons once a week. The audio and video materials for the main coursebook series is installed on the computers. There is a member of the IT support team based in the lab to assist the teacher.

R10 There are two self-access computer labs with 18 workstations in each which students can use, usually for assigned homework tasks.

R12 The ESL director gives staff a feedback form at the end of the summer which has specific questions on learning resources. However, he reported that the response rate had been low.

Resources and environment summary

The provision meets the section standard and exceeds it in one area. The learning resources and environment support and enhance the studies of students enrolled and offer an appropriate professional environment for staff. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input 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 type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T1 Three teachers do not have Level 6 qualifications. However, rationales were presented which were accepted within the context of this inspection.

T2 Two teachers do not have TESOL qualifications which meet the requirements of the Scheme.

T3 Rationales were presented which were accepted within the context of this inspection.

Academic management

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

T9 This is not really applicable. Most students stay for one three week session only. However, a small number study on both sessions. They either move up to the next level or, if not, will have a different teacher.

T10 The academic manager has a weekly meeting with the teachers which focuses on in-service development. The choice of topic has been influenced by the points to be addressed in the previous inspection and has included lesson planning and report writing. He also carries out pop-in visits to classes after the first couple of days and uses these as the basis for professional development in the second weekly meeting.

T11 The academic manager carries out a formal observation of all ESL teachers, usually in the second week of the programme. Observations had been carried out of all ESL teachers and they reported that they found the feedback helpful. The three teachers of the writing and speaking enhancement course, which up to the time of the inspection had been regarded as falling outside the remit of ESL, were observed by the director of academics, who does not have a TEFL qualification.

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 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 Courses are based on a coursebook which students are issued with, along with the related workbook. General guidance on how to plan a course is given, but there is no detailed syllabus to help teachers navigate the coursebook.

T15 Students are given daily homework tasks which they have an allocated time to work on. Teachers supervise

homework time. Students also complete a self-evaluation questionnaire.

T16 Many aspects of the programme develop students' language skills outside the ESL classroom, most notably the elective courses. However, there is no systematic linking of the ESL courses to language development activities outside the classroom.

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

Comments

T17 There is a thorough placement procedure comprising an oral interview with the director of studies (DoS) or the TEFLQ senior teacher, a published placement test, which is administered in the computer lab, followed by a writing test. Placement takes account of age and, at the borderline, nationalities, in addition to the result of the test. The process works effectively for the overwhelming majority.

T18 Students' progress is systematically monitored. Daily homework is set and corrected. There are class quizzes and other means of continuous assessment. In the middle of the session, each student receives a mid-session report and completes a self-evaluation form. There are also final reports with grades.

T21 Every student receives a grade report with comments from their teacher. This is informed by the mid-session report. Close attention is paid to the expression of teachers' comments.

Classroom observation record

Number of teachers seen	11
Number of observations	11
Parts of programme(s) observed	All levels of the ESL programme, writing and speaking enhancement, TOEFL review

Comments

One inspector also paid drop-in visits to three elective classes: digital music, introduction to robotics and the magical world of Harry Potter. These courses fall outside the remit of the inspection, but are an important part of the summer programme for ESL students and provide stimulating opportunities for language development.

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 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 checked="" 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

T24 Teachers generally graded their language appropriately, except in a small minority of cases where it was not graded at all or too rapid.

T25 Lesson planning was detailed with good class profiling. The materials and activities were generally appropriate to the needs and levels of the students. However, in a minority of segments, activities were not well suited to the stated objectives.

T26 Lesson plans were generally well conceived with coherent sequencing of activities. In some segments, learning outcomes were stated; in others, not. Occasionally, the freedom that teachers have to structure the content of the three daily ESL lessons led to inappropriate organisation, such as the reviewing of grammar directly after lunch.

T27 Teachers generally managed the classroom environment effectively and used learning technology competently: for example, using the interactive whiteboard to exploit the TASIS news broadcast. In stronger segments, there were examples of very good classroom management, with students grouped and re-grouped to exchange information. In less good segments, students were static, completing gap-fill exercises which could have been done as homework.

T28 Generally, there was evidence of a good range of techniques in use. In the better segments, these included teacher correction and prompted self-corrected of pronunciation; effective elicitation; good pacing; and clear instructions with understanding checked. In a minority of weaker segments, teachers used a limited range of techniques and tended to dominate the lesson by talking too much. In these segments, there was little or no feedback or correction and correction techniques used were ineffective.

T29 Overall, learning activities were competently managed and opportunities for students to participate were sufficient. Students were all engaged and on task. There were examples of effectively managed pair and group work, including activities where students moved around. In better segments, nomination was used to ensure that quieter students had equal opportunities. In a small minority of segments, teaching assistants were present and gave helpful extra support to weaker students. In a minority of weaker segments, however, students did not have enough opportunities to speak.

T30 Teachers generally showed appropriate awareness of cultural differences and individual characteristics. Seating was often sensitively managed.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to excellent with a predominance being good. Knowledge of the linguistics systems was generally sound and most teachers were able to adapt their language appropriately. Lesson planning was thorough and in general activities were sequenced in a coherent way. Teaching techniques were generally appropriate and learning activities were well managed. Teachers showed sensitivity to individual students' needs and there was a positive learning atmosphere in classes.

Teaching and learning summary

The provision meets the section standard and exceeds it in one area. Most teachers have appropriate qualifications and are well supported by the academic manager. Programmes of learning are managed for the benefit of students. *Learner management* is an area of strength. 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 TASIS takes students' security very seriously. The campus is in a quiet residential area, it has a secure perimeter and there is 24 hour security on the main gate. A team of year-round security staff patrols the grounds and checks the CCTV, which monitors gates, entrances to buildings and public areas such as corridors and the student common room. Risk assessments of the various buildings were sampled, one fire drill had been held and another was scheduled from the residences on the evening of the last day of the inspection. Students have ID cards, with a range of emergency numbers, and these are checked before they leave the campus. A directory of all students, including their photo and residence room number, is displayed in the Faculty office, where the duty officer is based. Bedrooms are checked by dorm parents each evening before lights out, and when all students are accounted for, the duty officer is informed.

W2 Responsibility for pastoral care is included in all job descriptions and acknowledged to be a responsibility shared by all staff. Students are all accommodated in residences ('dorms'), with 'dorm parents'. Students in a focus

group said they would approach them in the first instance, or the director of residential life, if they had any problems. W3 The named welfare officer is the director of residential life. He has an assistant, who also fulfils this welfare role for female students who might prefer to talk to a woman.

W4 Students are informed of the school's policy in student handbooks, during induction, and in briefings by dorm parents. Steps are taken to nip any such behaviour in the bud, and there is a system of graded punishments which can be applied if necessary.

W6 Complimentary transfers from Heathrow and Gatwick airports are included in fees if students arrive on registration days. Well briefed TASIS staff are based in the various airport terminals to meet and greet newly arrived students, and to accompany them to the campus. An equally smooth operation sees students reunited with their passports and tickets on their departure day, taken to the relevant airport, and checked in. There is also a clear system for the unaccompanied minors who enrol.

W7 Useful pre-course information, which includes a list of clothing to bring, and advice about valuables, pocket money, personal security, and transfer information, is emailed to students and their parents. On arrival, this is repeated during the general induction meetings held on their first evenings and in dorm briefings. The student handbook reinforces this information.

W8 Students are all covered by medical insurance organised by TASIS, which is included in fees.

Accommodation profile

Comments on the accommodation seen by the inspectors

Students are accommodated in rooms in up to 16 residences on campus used by the academic year students. A new residence under construction will provide extra space for next summer. As the number of boarders in the summer is higher than in the academic year, some classrooms are converted by the school's maintenance team to provide extra residential accommodation specifically for the summer. The school's policy is to group students of similar ages and with different mother tongues together so that they practise their English and make friends with students of different nationalities. Requests to share rooms are not accepted. Rooms of varying sizes, some recently modernised and with en-suite facilities, hold between two and eight students. A handful of rooms have bunk beds. There is a good ratio of bathing/toilet facilities to students. Two or three rooms in each of five residences were sampled, including some converted just for the summer. The standard of accommodation ranges from satisfactory to good.

Accommodation: all types

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

Comments

W9 Rooms are all appropriately furnished with desks, wardrobes and beds. Students have lockable cupboards to store personal valuables. Passports, cash and tickets are collected and stored by the school. Linen is changed weekly, students' personal laundry is collected weekly and returned in 48 hours, and there are coin operated washing and drying machines available for those wanting to wash clothes more frequently.

W10 TASIS summer staff check all rooms before the arrival of new students.

W12 Names of the students in each room are displayed on the doors, and records are kept in relevant offices and the faculty office.

W13 The school's policies and arrangements are clearly stated, including the requirement to share dorms.

W14 Students complete initial questionnaires covering their arrival, transfer and accommodation. Results are discussed with the staff.

W15 All meals are included in the course fees, and students commented, and inspectors agreed, that the quality and quantity of food was good. Students' dietary preferences are well catered for. When on trips, packed lunches are included. Students can buy hot and cold snacks and soft drinks at the student cafe, which is open most of the day apart from meal and private study times.

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

TASIS students are only accommodated in residences on the school campus. One day student was staying with his family.

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 Students are responsible for cleaning their own bedrooms. House parents check rooms daily. Residents whose rooms are tidy and clean can be awarded treats. Dorm reports on each student are forwarded with academic reports to parents at the end of course.

W23 Two qualified nurses are employed to staff the Health Centre on a rota basis, and a local nurse covers at the weekends. All parents complete a medical form, which is forwarded to the nurse. Any medication is kept in the health centre, and students attend each morning during the daily clinic. The school has an arrangement with a local doctor, and the hospital is a 15 minute drive away. The health centre has single and twin bedrooms where students can be isolated if need be, and an overnight room for the nurse on duty.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 The summer programme includes a very wide range of sports and other activities (IT, fitness training, board games, arts and crafts) which fully exploit the excellent indoor and outdoor facilities on site. The leisure programme also includes a wide range of engaging evening activities and half day and full day trips to local sites of interest, and London theatre visits. TASIS is well placed for numerous activities. Specialist sports coaching in golf and tennis, horse riding and one day sports options such as rock climbing, go karting and archery attract extra fees and this is clearly stated in publicity. Students also have the option of one, two and three-day accompanied breaks during their stay. Options this summer included Paris, Edinburgh, and Oxford /Cambridge. After sports, there is a shuttle coach

service (4.00pm - 5.30pm) Monday to Thursday to Staines, the nearest town, where students can shop.

W27 The leisure programme is well organised, and well resourced. Equipment can be signed out from the faculty office. Spacious indoor facilities (sports hall, large rooms) are used in wet weather. School minibuses are driven by staff who hold an appropriate licence and who receive refresher training during their induction.

W28 There are briefing notes, checklists and risk assessments in place. Emergency procedures are clear. The director of activities briefs all staff, and only experienced leaders/chaperones are placed in charge of groups.

W29 All activities are led by a named leader/chaperone, who delegates to other staff. A professional tennis coach oversees the recreational tennis and many staff have PE and sports coaching backgrounds, and experience with this age group. Several are returners to TASIS.

Welfare and student services summary

The provision meets the section standard and exceeds it in some areas. Students' safety and security, and their needs for pastoral care, and appropriate information are well met. The accommodation provided is of a good standard, the accommodation systems are known in advance and their implementation helps create a unified multi-cultural community for the duration of the summer programme. The leisure programme includes a very wide range of sporting and other activities. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 The year round school has a comprehensive safeguarding policy; there are clear written policies and procedures and ten members of the permanent TASIS staff have received child protection training. Most of the child protection team take holidays during the summer, but there is always at least one permanent member of staff with child protection training on campus who could be referred to if needed. The director of the summer school, who works overseas during the academic year, was briefed by year-round TASIS staff earlier in the year. However, none of the temporary staff employed on the summer school including the director, have done any formal safeguarding training.

C2 The director of the summer programme adapted the year-round school's child protection policy and procedures for the summer school. These are included in the staff handbook, and are mailed to all staff in advance of their arrival. During their orientation, all staff attend a presentation/discussion on child protection policy and procedures, and sign to confirm their understanding of and commitment to the policy.

C3 Publicity is clear about the care of and support given to under 18s. Students are allowed to go as far as the local post office/shop, a five minute walk, and to shop in Staines in pairs or threes during the later part of the afternoons. They are given similar limited freedom in restricted areas when on excursions although supervisory staff will be close by. All 10-12 year olds are supervised at all times.

C4 Evident care has been taken to employ appropriately trained and experienced staff, and many are returners from previous summers. However, the director of the summer programme, who is responsible for the recruitment of summer course staff, has not received safer recruitment training. Advertisements highlight the need for DBS clearance but other procedures such as the taking up of references, one of which is followed up with a phone call, and the inclusion of specific questions in references about the applicant's suitability to work with under 18s have not been followed this summer.

C5 DBS checks, paid for by the school, have been obtained for staff.

C6 Students are required to participate in the inclusive leisure programme, where they are appropriately supervised by experienced TASIS staff. Parents sign to accept the ethos, terms and conditions of the summer programme. Supervision ratios are generous, especially on London visits.

C7 Care is taken to group students by age in dorms, to separate girls from boys, and the younger students from older ones. Dorm parents are accommodated among the students for close supervision.

C8 Contact details, including emergency phone numbers for students' next of kin are on file, held by the director

and senior summer school staff. The school office is staffed from 7.00am - 11.00pm. Outside this time, messages can be left on an ansaphone. Parents in an emergency wait until 7.00am and then generally contact their children on the child's mobile, as happened once this summer.

Care of under 18s summary

The provision meets the section standard. There is a safeguarding policy which has been adapted to the summer programme, and staff have been well trained in its procedures. However, none of the summer school senior staff have undergone formal training and some aspects of safer recruitment have not been followed consistently.
