

Organisation name	Torquay International School
Inspection date	19–20 June 2019

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Torquay International School in June 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general and professional English for adults (30+), adults (18+) and young people (16+) and for closed groups of adults (18+), under 18s (11+), English for Families courses for under 18s (6+) and an accompanying parent enrolled on an adult course, and vacation courses for under 18s (14+).

Strengths were noted in the areas of strategic and quality management, staff management, publicity, premises and facilities, learning resources, academic management, course design, teaching, care of students, accommodation, leisure opportunities, and safeguarding under 18s.

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

Introduction

Torquay International School (TIS) has been in operation for over 40 years. Over the period since the last inspection, there have been a number of significant changes. The former managing director became sole director and owner in 2017, taking on the role of principal in November 2018. Premises have been upgraded, and security improved. More comprehensive schemes of work with regular tests have been introduced, and new courses have been developed. These include summer courses for young learners (14–17), courses for family groups, and a variety of closed-group courses for high school students and older students; two-week courses with a themed activity component ('Discover Devon') have extended the range of small-group ('Max 4') courses aimed specifically at more mature students. The school has recently become a member of the International House network and will in future be dual branded.

The inspection took place over two days. The two inspectors held meetings with the owner-principal, the academic manager (AM), the academic administrator, the business manager, the quality assurance director, the groups and logistics manager, who also manages the YL summer courses, the accommodation and welfare officer, and an external leisure activity organiser. All teachers timetabled during the week of the inspection were observed, and focus group meetings were held with teachers and with two groups of students (GE and Max 4). One inspector visited three homestays, self-catering apartments and the partner hotel; the other inspector visited the premises used for YL courses.

Address of main site/head office

15 St Marychurch Road, Torquay TQ1 3HY

Description of sites visited

The school occupies a single site, a short walk from the centre of Torquay. The ground floor of the main building contains the reception area, offices, the staffroom, the student lounge, and four classrooms. There are a further seven classrooms on the second floor, and a quiet study room is located in the attic. An additional classroom can be accessed from outside the main building. Set slightly apart from the main building, there is a block of two classrooms which can be used for closed groups, and a block of four further classrooms where small-group and one-to-one classes are taught. Outside the student lounge in the main block is a decked patio with seating, which leads on to established gardens and a lawned area with volleyball net.

The summer junior centre is located at Upton Vale church (St Marychurch Road, Torquay TQ1 3HY), a five-minute walk from the main school. The main part of the church is used for induction, and there are five classrooms, a sports hall, and a student common room.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input 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"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" 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"/>
ESOL skills for life/for citizenship	<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"/>

Comments

The school offers a variety of courses. Most students follow either a general English (GE) course (all levels, 16+) or a 'MAX 4' GE or business English class (maximum four students, aged 30+) or 'Discover Devon' (50+), other options being examination-preparation courses, legal English, and English for golf. 'English for Families' courses, which run throughout the year, are designed for one or more children (minimum age 6) with an accompanying parent enrolled on an adult course; the children join an existing group of an appropriate age or are taught separately. One-to-one is also available. In summer, the school operates a zig-zag programme for young learners aged 14–17 in church premises close to the main site. Outside the summer period, closed groups of young learners are taught in a designated area of the main school. Closed groups have included high school students from Italy,

Spain, France and Thailand, and adults from Sweden and Germany.

At the time of the inspection the following courses were running: general English (GE) for students aged 16+, Max 4 courses (GE, business, Discover Devon); and one-to-one. Courses for young learners (YLS) were scheduled to begin the following week.

Management profile

The owner-principal heads a senior management team consisting of the academic manager, academic administrator, business manager, and quality assurance director.

Accommodation profile

All accommodation is managed by the school. Homestay accommodation is available on a half-board basis, with single or twin rooms. The school has a register of approximately 192 hosts, some within walking distance. The school's partner hotel offers single and double ensuite bedrooms with continental breakfast. There is a separate guest kitchen with facilities for students who want to cook their own evening meal. The school's premium apartments offer a superior standard of accommodation comprising two double ensuite bedrooms with a kitchen/dining/living area. The hotel accommodation is not available to students under 18 years of age. The apartments are available to over 18s and children accompanying parents on the family courses.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. There are well-designed systems in place to ensure that the management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. *Strategic and quality management, Staff management and Publicity* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are very well maintained and provide students and staff with a comfortable and professional environment for work and relaxation. A good range of learning resources is available, appropriate to the needs and interests of the students. Guidance on the use of these resources is provided for staff and students where needed. *Premises and facilities and Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications, experience, and continuing professional development) appropriate to the context, and guidance is available from experienced managers to ensure that teachers support students effectively in their learning. Courses are carefully structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management, Course design and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of the students for security and pastoral care are very well met. They receive well-presented information about, and access to, relevant social, cultural and sporting events and activities. Students benefit from well-managed student services including out-of-class activities and suitable accommodation. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is appropriate, well-considered provision for the safeguarding of students under the age of 18 within the school and in the leisure activities and accommodation provided. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength

Report expires 31 March 2024

M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 A detailed written statement of the school's mission, goals and values has been developed in consultation with all staff. It is displayed in classrooms and other areas within the school and included in teacher induction.

M2 The detailed colour-coded three-year plan shows what has been achieved, is in progress and is planned. The plan is formally reviewed and amended as necessary in quarterly senior management meetings, but informed also by meetings of administrative staff and teachers.

M3 The well-designed organogram incorporates information on cover arrangements. Staff photographs, with names and roles, are on display.

M4 Communication systems are very good. Alongside easy, informal daily communication, regular separate minuted meetings are held for senior management and all groups of staff. A monthly newsletter for teachers and minutes of teacher meetings are sent to all teachers, regardless of whether they are currently teaching at the school. Social events are held for school staff and social-information evenings for homestay hosts.

M5 There are good systems for collecting both written and oral student feedback. These include individual interviews with the academic manager, student representative meetings and tutorials. Feedback is collated and shared in meetings or with individuals (teachers, homestay hosts) and action noted.

M6 Good systems have been developed for collecting staff feedback. In addition to minuted meetings and individual appraisals, these include a recruitment satisfaction survey, a staff satisfaction survey and exit interviews.

M7 Evidence was seen of very thoroughgoing review of all aspects of the provision, including security and the suitability of premises. Action is recorded in the three-year plan.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M8 There are good human resources policies, overseen by an external consultant and informed by feedback from staff surveys and appraisals. Staff stated that they felt valued and were very well supported. Permanent staff have the opportunity to spend a week, on salary, in another country studying a foreign language and living in homestay; those who have taken part in this initiative were very positive about the resulting insights.

M10 Recruitment and selection procedures are well designed and rigorously enforced. Written references are followed up by telephone when possible, and there is a template for telephone references. Before appointment, teachers have an opportunity to observe the class they will be teaching or a similar class.

M11 Induction procedures, which include mandatory training in health and safety, safeguarding and Prevent, are carefully designed, and their effectiveness checked through quizzes and a survey. Homestay providers also do safeguarding and Prevent training. Returning teachers are given an update sheet summarising recently instituted procedures, and there is a teacher handbook for each type of course.

M13 Provision for continuing professional development (CPD) is excellent. Full financial support is available for

qualifications upgrading and two members of staff are currently benefiting from this; attendance at external events is also supported. An external academic consultant has been employed to observe classes with the academic manager and advise on academic management and administration. CPD is linked to observation and teachers contribute to the CPD programme.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Not met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 Evidence was seen during the inspection that reception staff are accessible, friendly and helpful, and this was confirmed in student focus group meetings and in written feedback.

M15 Pre-course communication with students, direct or through agents, ensures that students know what to expect, a point confirmed by students in the focus groups. Students following Max 4 courses or one-to-one courses complete a needs analysis in advance, and the academic manager gives further advice to both these students and students already studying in the school.

M18 The emergency contacts form for adults and the administrative system used do not show whether an emergency contact speaks English. The form was amended during the inspection and this is no longer a point to be addressed. Emergency contact details are available to the person on emergency phone duty and activity leaders as appropriate.

M19 Policies are very clear and reiterated in a number of forms. Procedures for checking on absence are effective, and systems for recording and following up absence are well established.

Publicity	Area of strength
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Strength
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Strength
M27 Publicity gives an accurate description of any accommodation offered.	Strength
M28 Descriptions of staff qualifications are accurate.	N/a
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the website. Leaflets describing specific courses are downloadable from the website and are available as print copies; digital copies are sent out in response to enquiries and to agents.

M22 Publicity provides a clear and accurate representation, through text, photographs and videos, of the premises, location, services and resources. The leisure programme is available on the website. The provider monitors agency websites.

M23 The language used on the website and in the leaflets is accurate and clear. Students are asked to carry out checks on the accessibility of the language, and evidence was seen of amendments made as a result.

M24 Information is well organised and very clearly presented. The website includes sample timetables for each course and the YL leaflet includes a sample activity programme.

M26 The website contains detailed information on pastoral care for under 18s and a link to the safeguarding policy. Together these provide a comprehensive overview of arrangements for pastoral care.

M27 Helpfully detailed information is provided on all types of accommodation offered. Information includes photos of real homestays and residential accommodation.

M28 There is no reference to staff qualifications.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Strength

Comments

P1 Premises and external areas are very well maintained. Internal restructuring has benefited staff and students.

P3 There are good facilities, internal and external, for students to relax and eat. These include a student lounge with TV and computers and tablets for student use, comfortable internal seating, and a terrace area.

P5 All signage is very clear and noticeboards in public areas and classrooms carry up-to-date information which is attractively presented.

P6 The teachers' staffroom has been well designed to provide both a working area, with a photocopier, and a relaxation area, which administrative staff can also use, with tea/coffee-making facilities and a fridge. All teachers have individual lockers.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 A wide range of well-organised and up-to-date learning resources is available, suitable for all course types taught.

P8 There is a good range of teaching materials and other resources for teachers. In addition to published print material, the school subscribes to online resource banks, and there is a variety of in-house material and supplementary resources such as games. Teachers also have access to colour photocopying and to laptops and tablets for class use.

P12 Good systems are in place, evidence of which was seen, for both adding to resources and removing those no longer in use. The academic manager takes into account feedback from staff and students, reviews newly published materials, and publicises the acquisition of resources.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
Comments	

T4 A rationale was submitted for the academic administrator, who is TEFLI. The rationale was accepted in the context of this inspection on the grounds that his duties are solely administrative in nature. He is currently pursuing a course leading to TEFLQ status, and receives support from the other two members of the academic management team, both of whom are very experienced, and from an external academic consultant.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T5 Allocation of teachers to courses is based on careful consideration of a range of factors. These include not only teacher qualifications, previous experience, and preferences, but also - especially when matching teachers to one-to-one clients - teachers' personal interests.

T7 Cover systems are clear and very well thought-out. The school can call on a pool of experienced semi-retired teachers, and a bank of emergency lessons, with all materials photocopied, has been prepared for general English, business English and IELTS-preparation classes.

T8 Continuous enrolment is very well managed. On Mondays, the start-time for continuing students is delayed by one hour (time which is made up later in the day), and during this time new students are inducted, tested and placed. Since the programme is planned in weekly blocks, all students therefore begin the new unit of work at the same time.

T9 Teachers have very good professional support. The academic manager is very accessible, and teachers were very positive about the guidance she provides. This includes suggestions on webinars and other opportunities for CPD. Paid peer observation is encouraged and a buddy system for new teachers has recently been introduced.

T10 There are good systems for monitoring teacher performance. These include individual developmentally focused observations carried out jointly by the academic manager and the external consultant, and a series of 'snapshot' observations with feedback to the whole staff. New teachers are observed within two weeks of taking up their post.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Strength
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the	Strength

course.	
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T11 Considerable effort has been invested in developing detailed schemes of work and teacher manuals for each course type, the result of discussion between groups of teachers and the academic manager. Suitable materials are also suggested for the communications skills component of the GE course. Teachers in the focus group meeting were very appreciative of the guidance provided.

T13 Although course outlines with 'can do' statements are available on the website, students are not routinely referred to these. However, weekly plans, designed to be working documents, are displayed on the door of each classroom, and students are encouraged to tick these when achieved.

T14 Components of three types of course have been carefully designed to provide for relevant learning outside classes. On the 'Discover Devon' courses for students aged 50, classroom content and trips/activities are closely integrated, and 'link' lessons on YL courses fulfil a similar function. On MAX 4 courses for mature adults, networking lunches with a teacher and other course participants provide opportunities for guided social interaction.

T15 There is a planned and consistent focus on study and learning strategies. Handbooks for teachers emphasise the importance of study and learning strategies, and weekly plans include study skills. Individual tutorials and end-of-course reports offer advice, and there are further suggestions on the website.

T16 There is a clear focus on strategies for learning outside the classroom, with the specific approach used depending on course type. Examples include project work and tasks involving students bringing authentic materials and new language into the classroom. Suggestions are included in teacher handbooks. The website also includes recommended strategies.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T18 There are good systems for evaluating and recording student progress. All GE students do a weekly test with feedback the same day, and MAX 4 students are continuously assessed by the teachers. Students also do a monthly progress test based loosely on the placement test. Guidance on assessment and the conduct of tutorials is provided in teacher handbooks and detailed tutorial records are kept.

T21 All students receive a report containing feedback on their skills levels and helpful suggestions for further study. Reports for students on courses of at least four weeks are more detailed. Certificates of attendance are also issued to students whose attendance exceeds 80 per cent.

Classroom observation record

Number of teachers seen	11
Number of observations	11
Parts of programme(s) observed	all

Comments

None.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Strength
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength

T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Strength
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Teachers demonstrated a good knowledge of the systems of English and supplied helpful models. Explanations were clear and support for pronunciation was provided through syllable stress marking and the use of phonemic transcription.

T24 Learner profiling showed an awareness of learners' needs. Course content was appropriate to course objectives. Opportunities were provided for personalisation.

T25 Lessons had been planned to provide for a varied but coherent series of activities. However, in some cases, objectives had not been framed as learning outcomes or were too general.

T26 A good range of appropriate teaching techniques was seen across and within lessons. Elicitation, questioning, concept checks, pronunciation drilling, and nomination to encourage participation were all used well. In some segments there was also consideration of learning style preferences.

T27 Classroom technology was used effectively and teacher handouts were professionally prepared. Whiteboards were organised efficiently, with some use of colour highlighting. Instructions were clear.

T28 A variety of correction techniques was observed across lessons. These included immediate explicit correction, prompted self-correction, delayed correction, and an activity based on errors in a previous lesson.

T29 Evaluation activities included checks on homework and specific lesson activities, but planned learning outcomes were not always evaluated.

T30 Teachers created a relaxed but purposeful learning atmosphere. They made appropriate use of pairwork and groupwork and provided plentiful opportunities for student talking time, with the result that students were fully engaged. Written student feedback on teaching was very positive and confirmed by comments in both student focus group meetings.

Classroom observation summary

The teaching observed met the requirements of the Scheme, all lessons observed being good or very good. Teachers displayed good knowledge of language systems and supplied helpful models and explanations. Lesson plans were coherent and the selection of content and deployment of teaching techniques were clearly based on a careful awareness of learner differences and needs. Classroom resources, correction techniques and pairwork and groupwork were all used effectively, and students were fully engaged in lessons.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

Comments

W1 There are excellent measures in place to ensure the safety and security of students at the main school and the young learner centre. These include a newly installed security gate and a full range of safety measures and policies, including risk assessments and CCTV. There are seven trained fire marshals and regular fire drills.

W2 A detailed emergency plan sets out procedures for lockdown, emergency evacuation and school closures. Members of the emergency team are identified. All staff have been issued with a small card containing the contact details of the four members of the school's emergency response and crisis management team. Students are asked if they may need a Personal Emergency Evacuation Plan at induction. Activity leaders have clear procedures to follow if any students are missing.

W3 Student welfare is given high priority in the school by all staff. All students are interviewed by the academic manager in their first week and attend regular pastoral tutorials. Separate multi-faith rooms have been made available for male and female students at certain times of the day.

W4 The school's mission, 'to help every student and colleague to develop in a supportive and safe environment', is exemplified by sound policies and procedures. Staff and students' attention is drawn to relevant school policies which are available on the website, in handbooks and on posters displayed in classrooms.

W7 All relevant information is provided in student handbooks and on the website. At induction students are informed about cultural awareness, traffic and laws with particular attention paid to road safety and staying safe in Torquay. Junior students' understanding of key points of their induction is checked with a quiz.

W8 There is very sound health care provision. Students are advised to take out health insurance before they arrive and receive appropriate information about access to health care provision. There are first aid boxes and seven trained first aiders. Students are always accompanied to a nearby medical centre or the local hospital in case of emergency. A sick bed is available in the academic manager's office for students who feel unwell but do not require immediate medical attention.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W9 The three homestays visited were all of a good standard. Hosts were friendly and welcoming and clearly took a close interest in their students. Two homes had a separate bathroom for the exclusive use of students. The school's partner hotel offers B&B accommodation in twelve ensuite bedrooms. Students have use of a lounge, kitchen, licensed bar and patio. The hotel has recently been refurbished to a high standard and is located opposite the school. The premium apartments are of a very high standard. All rooms were in immaculate condition, with panoramic sea views and close to many local amenities.

W11 Inspection of accommodation before placements and subsequently is thorough and effective. All hosts are visited before students are placed. The accommodation and welfare officer completes application forms with the prospective hosts. All hosts are revisited at least every two years and annual intermittent spot checks are carried out.

W12 Written confirmation of accommodation booked is accurate and contains a pen portrait of the hosts, family members and any pets. Clear directions to the school, access to a map and full contact details of their host are sent to students. Bus passes are provided free of charge if students are placed more than a 30-minute walk from the school. Confirmation of self-catering accommodation includes accurate detailed descriptions of the accommodation and available facilities.

W13 Close attention is paid to any problems that students have with their accommodation. At their first day induction students are told about how to report any problems with accommodation. On their second day students complete a satisfaction questionnaire and discuss their accommodation with the academic manager during an individual interview. Summaries of feedback on homestay hosts indicated high levels of satisfaction.

W14 Homestay hosts receive comprehensive information. This includes the Homestay Handbook, guidelines and code of conduct which is reviewed annually or more frequently in line with changes to legal responsibilities.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this area are fully met.	

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
Comments	
All criteria in this area are fully met.	

Leisure opportunities	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength
Comments	

W23 Very comprehensive information about leisure opportunities is available to students. Several information points in the school provide details about local activities and places of interest to visit and the reception team offer help in planning personal visits to local attractions.

W24 The content of the leisure programme for all groups is wide and varied. The adult programme, for example, includes activities such as yoga and bowling and weekend visits to local places of interest. The Discover Devon 50+ course includes a daily activity programme which is well tailored to the interests of this age group.

W25 The leisure programmes for different groups are well organised, with tour notes provided for all excursions. A very experienced local guide leads the Discover Devon excursions and students at the focus group appreciated his considerable knowledge of the local area. Activity leaders are provided by a specialist sports provider for Devon-based school clubs, holiday camps and language schools.

W26 There are comprehensive risk assessments and detailed procedures for all on-site and off-site activities. Activity leader checklists include emergency procedures. Clear systems are in place to monitor free time and deal with missing students.

W27 There are sound arrangements in place for the supervision of sporting and leisure activities. The group and logistics/summer centre manager carries out a thorough induction of all activity leaders and activity staff are given a good programme of training by the specialist provider.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective	Strength

implementation.	
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

At the time of this inspection one student aged 17 was enrolled, rising to eight 16–17 year-olds at the summer peak. Students aged 11–17 in groups, and individual students aged 14–17, are accepted on YL courses courses, with 120 aged under 16 enrolled at peak. 12 tailor-made closed group courses for accompanied teenagers aged 11–17 have run from June to September. 41 families booked Family English courses for children aged six to 15 in 2019.

S1 The school's comprehensive safeguarding policy has drawn on advice from an independent consultant. The staff code of conduct is signed by all staff and homestay providers and covers guidance on appropriate behaviour with under 18s.

S2 Training in safeguarding is extensive; including appropriate training for hosts and contractors, and information for visitors. The fully trained safeguarding team consists of five senior staff, whose job descriptions reflect their responsibilities. A simplified version of the policy is included in all handbooks and is on display in the school.

S5 There are excellent thought-through arrangements for the supervision and safety of students. Closed group junior students are closely monitored at all times by their group leaders and by the academic director. Absences are followed up within 15 minutes for any students aged under 18.

S6 Rules and safety arrangements for under 18s are clearly set out and made clear to students before arrival and at enrolment. Students are required to enter emergency and homestay phone numbers on their phones. Risk assessments cover all unsupervised time during the day and at the end of evening activities.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	1984
Last full inspection	2015
Subsequent spot check (if applicable)	2017
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this	N/a

Report expires 31 March 2024

centre	
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1972
Ownership	Name of company: Torquay International School Company number: 08737177
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection	Upton Baptist Church, St Marychurch Road, Torquay TQ13HY. Maximum 5 teaching rooms used during period 24 June–26 July.

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	41	92
Full-time ELT (15+ hours per week) aged 16–17 years	1	8
Full-time ELT (15+ hours per week) aged under 16	0	120
Part-time ELT aged 18 years and over	1	1
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	43	221
Junior programmes: advertised minimum age	14	14
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	N/a	Italian, Spanish, Russian.
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	28–35	24–29
Adult programmes: typical length of stay	3–5 weeks	2–4 weeks
Adult programmes: predominant nationalities	Swiss, German, Colombian	Swiss, German, Colombian

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	11	20
Number teaching ELT 20 hours and over a week	6	
Number teaching ELT under 19 hours a week	5	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	3
Comments	

The academic management team comprises the principal, the academic manager and the academic administrator.

Academic managers are not timetabled to teach on a regular basis.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	5
TEFLI qualification	6
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	11
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	37	1
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	3	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	2	0
Overall totals adults/under 18s	42	1
Overall total adults + under 18s	43	