

Organisation name	Thames Valley Summer Schools, Head Office Windsor
Inspection date	16–19 July 2018

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 Thames Valley Summer Schools in July 2018. 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 teaching organisation offers vacation courses for under 18s.

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

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

Introduction

Thames Valley Summer Schools (TVSS) offer vacation courses to students aged 8 to 17 in five different centres in Epsom, Leatherhead, Rugby, Sevenoaks and Ascot, which is new this year. All centres are exclusively residential and all courses take place in well-established boarding schools. TVSS has been using four of the five centres for between seven and 24 years. All five of the centres teach general English with a focus on an external examination in spoken English. Four of the centres have lessons in the mornings only. The Rugby centre offers a more intensive course with extra lessons on two afternoons a week. The majority of students come through educational tour operators (ETOs), and many of them are accompanied by group leaders.

The principal, who is the owner of the school, is involved in the day-to-day running of the school as well as with wider, strategic matters. A director of education was appointed in February 2018 to strengthen the academic management team.

At the time of the inspection, all five centres were in operation. The inspection lasted for three and three-quarter days. The inspectors visited the centre at Ascot (wild card with no prior notice), the centre at Epsom, and the head office in Windsor. At the Ascot and Epsom centres meetings were held with the course director, the director of studies (DoS), the senior teacher, the recreation directors and the housemasters/mistresses. Focus group meetings were held with teachers, students, and group leaders (referred to as national leaders). At Ascot one inspector met the operations manager for St George's School. At Epsom one inspector held a focus group meeting with four 'English School Friends' (ESFs). Five teachers were observed at Ascot and three at Epsom. One inspector visited residential accommodation and observed activities at both centres. At head office interviews were held with the principal, the vice-principal, the operations manager, the director of education, the summer courses co-ordinator, the registrar, the direct bookings registrar and the flights co-ordinator. The round-up was held at head office.

Address of main site/head office

13 Park Street, Windsor, Berkshire SL4 1LU

Description of sites visited

The head office is situated in a terraced building in a street opposite Windsor Castle. It consists of two rooms in the basement and two on the second floor. One of the two second floor rooms, an open plan office, houses most of the office staff. The building is on a long-term lease which is renewed every five years.

At Ascot, (St George's School, Wells Lane, Ascot SL5 7DZ), TVSS has the use of a large block with classrooms, a teachers' room, a room used as the administration office, an academic office and an adjoining dining room. Students are accommodated in houses close to the dining room. TVSS makes use of the extensive sports facilities on the campus and a state-of-the-art theatre.

At Epsom, (Epsom College, College Road, Epsom, Surrey KT17 4JQ), TVSS has the use of a large teaching block comprising classrooms, a teachers' room, an ICT room and an adjoining room used as an administration office. A dining room and a cafeteria/tuck shop are a short walk away. Students are accommodated in up to three adjacent houses, which are about five minutes' walk from the dining room. TVSS also has the use of the school's performing arts centre, a large sports centre with two sports halls, squash courts and indoor swimming pool, and many of the other extensive sports facilities located around the campus.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<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"/>
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 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"/>
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

All courses run are general English. Age ranges for each centre are as follows: Ascot 10–16, Epsom 10–16, Leatherhead 8–14, Rugby 12–17, Sevenoaks 13–17. Courses leading to the external examination in spoken

English are offered at all centres; at Rugby students can alternatively enrol on an IELTS course. Additional tuition is offered in 'Afternoon Academies' at Epsom (Arts Academy), Leatherhead (Tech Academy) and Sevenoaks (Sport Academy). The courses at Ascot and Epsom run for four weeks. Courses at Leatherhead, Rugby and Sevenoaks run for four, five and six weeks respectively.

Accommodation profile

All students are accommodated in boarding houses (25 to 60 students in each) on school campuses. Rooms are single, twin, or multiple occupancy for younger students. Accommodation includes full board and a weekly laundry service. One of the inspectors visited a sample of rooms in all of the boarding houses being used at Ascot and Epsom at the time of the inspection.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in one respect. The school has clearly stated goals and values, known to staff and students. There are good procedures for obtaining and analysing feedback from students. Staff management and development is effective but there were no procedures in place for the appraisal of head office staff. Student administration is carried out professionally, and with close attention paid to identifying and meeting individual student needs. Publicity is generally satisfactory but some areas needing attention were identified. *Strategic and quality management* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises at both centres provide a very comfortable and professional environment for staff and students. Classrooms provide a comfortable learning environment and students benefit from spacious relaxation areas. A wide range of interesting and relevant learning resources is available. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard. The academic staff profile is satisfactory. Academic management is effective and appropriate support is available for staff and students. Courses are well designed to meet the needs of students to benefit linguistically from being in the UK. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care and information are well met. Accommodation is of a high standard and well managed. The recreational opportunities offered to students are varied, and well organised, and are managed by appropriately trained staff. *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 provision for the safeguarding of students within the organisation; safeguarding policies are comprehensive, and staff receive suitable training and guidance. Students receive excellent supervision during activities and in their residential accommodation. *Safeguarding under 18s* is an area of strength.

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.	Met
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

M2 The strategic plan covers all key areas of the school's provision. Objectives are SMART and based on feedback from all stakeholders. For example, the decision to improve the recreation programme through the introduction of afternoon 'Academies' at three centres.

M3 There is a clear organogram which is set out in all relevant staff documents. There are very good cover arrangements in place at head office and at each centre to ensure continuity at all times.

M4 There is frequent informal and formal communication between the centres and head office and within the centres. Regular meetings are recorded and a variety of formats and media are used for informal communications. All staff felt that there was excellent daily communication and national leaders commented on the fast response to any emerging issues or queries.

M5 Student feedback mechanisms are very good and include initial student feedback which is collected in the first lesson, analysed at head office and acted upon within 24 hours. For example, an issue at the Ascot centre where there was student concern about the temperature of the cold water was acted on promptly. End-of-course online student feedback is collected when students complete the external spoken exam. Feedback is analysed and recorded at head office.

M6 Online feedback is obtained from all centre staff. Key management staff write end-of-course feedback reports. The vice principal obtains verbal feedback from staff on the Academy programmes. Teachers commented that managers responded promptly to most feedback.

M7 There are thorough review systems in place. Post-summer meetings are held with the host schools and TVSS staff, with written feedback provided for all staff. The review process continues at head office in preparation for the following season. There is a very thorough self-evaluation against Scheme criteria and the one action point from the last inspection had been addressed.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
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.	Not 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.	Met

Comments

M9 Up-to-date job descriptions are available for all head office staff with the exception of the vice-principal. However, she is named as the Designated Safeguarding Lead (DSL) in the staff manual, in the safeguarding policy and her role is made known to all staff at induction. The job descriptions of staff at the centres and at head office are reviewed annually.

M10 Rigorous procedures are in place for the recruitment and selection of all staff. The majority of teachers work overseas and are recruited online. Well-ordered sets of references, qualifications and other recruitment documents are kept at head office.

M11 Comprehensive induction procedures are in place, with briefings for senior staff at head office and for all staff at the centres. Staff commented on the thorough induction procedures relevant to their role.

M12 There are very good procedures in place for monitoring and appraising staff at the centres. Examples were seen of satisfactory collection of feedback and actions taken. There is frequent, daily informal communication between head office staff but there are no formal appraisal procedures in place.

M13 TVSS provides good, on-the-job opportunities for all staff to develop professionally. Head office staff have received relevant compliance training. Teachers benefit from the opportunity to learn about a public examination and how to teach towards it. One non-TEFLQ DoS is being part-funded to achieve a TEFLQ qualification.

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.	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.	Met
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 Head office staff deal with agents and parents and there was evidence of high levels of satisfaction with the efficient service provided.

M15 There are effective procedures in place to ensure agents receive information and provide feedback on courses. Promotional trips are organised each autumn to a significant number of agents and the 'Parent Manual' is also available to agents.

M16 There are sound enrolment procedures, with two registrars responsible for direct and agent bookings respectively. A bespoke database is used which is backed up with hard copies.

Publicity	Met
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.	Not met
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.	Met
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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity consists of a website, brochure and a range of social media.

M22 Two non-verifiable claims are made in publicity : 'The very best residential summer schools in England' and 'the very best teaching'. The claim that 'our courses...are the only ones in the country to concentrate on the external spoken English examination' has not been verified. There are different dates given in publicity regarding the year of foundation of St George's School Ascot. Photos of the Ascot premises include a photo of the school's library which is not used by students on the course.

M23 Detailed information is provided on courses written in clear, highly accessible English.

M24 Some of the publicity makes it clear that in exceptional circumstances students up to one year younger/older than the recommended age range may be accepted. At Ascot four students aged nine had been enrolled as part of a group. At Epsom one nine year-old student was enrolled on a three-week course.

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.	Strength
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.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
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 The premises at both centres visited are of a very high standard and offer students and staff spacious, well-appointed premises. Buildings and grounds are very well maintained and provide an environment which is conducive to learning.

P2 Classrooms at both centres are of a good size and the furniture is well configured for language learning. The rooms are well ventilated and spacious.

P3 At both centres visited students benefit from spacious indoor and outdoor areas for relaxation. At Epsom a large, attractively-furnished cafeteria, with seating for up to 50 students, is located near the teaching block and serves as a tuck shop.

P4 Water dispensers are available in appropriate locations at both centres. There are large dining halls at each centre serving hot and cold food. The menus are varied and healthy options, vegetarian and halal meat are always available. The food sampled at Epsom was of a good standard, while at Ascot the food was of a very high standard and has won awards.

P5 There is clear signage at both centres and noticeboards are attractive and well organised. There is a need for additional signage to the classrooms at Ascot, although students are escorted to their classrooms on their first day.

P6 Teachers at both centres have large rooms at their disposal for relaxation and preparation. There is ample seating and access to resources, computing and printing facilities.

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.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P7 All students follow the external spoken examination course and are given a TVSS student book which they take home. Class sets of published coursebooks are available for their use in classrooms.

P8 The teaching resources at both centres are ample in number and well organised. Additional resources, some of which are referenced on the syllabus, are provided by the DoS at each centre. Teachers are sent a link to information on the external spoken examination and access to the TVSS student and teachers' books before arrival. The teachers' books contain an 'Academic Support' section.

P9 All classrooms have computers, projectors and whiteboards which are maintained by the host schools.

Interactive whiteboards (IWBs) are available in many classrooms and training is provided by the DoS at Ascot and by the IT department staff at Epsom.

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
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Comments

T1 One teacher at Ascot did not have a level 6 qualification. A rationale was provided which showed that he was enrolled on an Open University degree course and had over seven years' teaching experience, including three summers at TVSS. The rationale is accepted within the context of this inspection.

T4 The academic team consists of the director of education and the TEFLQ vice-principal. There are centre DoSs at the five centres, three of whom are TEFLQ. The DoSs at the Ascot and Epsom centres are TEFLI. The Ascot DoS is supported by the director of education and the Epsom DoS is supported by the TEFLQ Leatherhead centre DoS who has observed both DoSs in the first round of observations, with feedback. The second observations are carried out by the centre DoSs on their own and copies of feedback notes are sent to head office. Rationales for their employment showed evidence of many years' experience as valued teachers at TVSS, and also as senior teachers. The rationales for their employment are accepted in the context of this inspection.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
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.	Met
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.	Met

Comments

T5 Teachers are paired for all classes and the DoSs take into account their relevant EFL and external spoken examination experience when assigning them to classes.

T7 Each centre has a non-teaching DoS and senior teacher to cover for absent teachers. Additional cover is also available in emergencies from appropriately-qualified staff in other centres and from the vice-principal and director of education, both of whom are TEFLQ.

T9 An academic morning meeting is held every day apart from half-day excursion days. Teachers in the focus group meetings were unanimous in their praise of the support they receive from the academic team.

T10 All new teachers are observed twice in the first two weeks of the course. The first observation is carried out by the centre DoS and the director of education or a TEFLQ DoS. The centre DoS carries out the second observation. Returning teachers are observed once by a TEFLQ member of staff. The lesson observation form is a useful document, but it was noted that, in the second observations, comments tended to highlight strengths at the expense of suggestions for action planning to improve and develop teaching.

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

Comments

T11 Course design is based on the development of oral fluency and accuracy related to the requirements of the external spoken examination. The excursion materials provide additional opportunities for fluency practice. Teachers have the use of a detailed two-week syllabus and useful lesson plans for each day. The focus of the first

three of the five morning lessons is the external spoken examination conversation phase, while the focus of the two post-break lessons is the topic phase of the examination and the TVSS excursions.

T12 The TVSS materials are reviewed and re-written in a phased cycle on average every four years. The last cycle finished in 2014. In 2018 new topic phase materials were introduced for the elementary grades. All staff are asked for feedback on the resources in end-of-course online feedback and in verbal de-briefings with the director of education.

T16 Many of the materials used on excursions are linked to the academic programme. Academy options and excursion tasks provide students with opportunities to develop their language skills outside the classroom.

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.	Met
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.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

T17 Students are placed according to their external spoken English examination grade level rather than age. If this results in a class with an age range of more than three years the DoS is required to complete a 'Class Age Range' form and discuss strategies with the relevant teachers. It was noted in one class at Epsom that a nine year-old student was not interacting well with other students and age ranges wider than three years were noted in several classes.

T20 All students are entered for an external examination in spoken English or an IELTS test. They receive guidance in selecting the appropriate exam grade for the external spoken English examination.

Classroom observation record

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	All

Comments

None.

Teaching: classroom observation	Met
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.	Met
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.	Met
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.	Met
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.	Met
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.	Met

Comments

T23 Teachers provided generally sound models of spoken English. There was one example of rather unnatural language use when full sentences were elicited.

T24 Lesson plans were related to exam preparation and practice and topics and materials were very appropriate. Activities including movement were included in some lessons and engaged students. There was insufficient evidence of teachers dealing effectively with mixed ability in some classes.

T25 There was a clear link between activities and aims, although these were made known to students in terms of teaching aims rather than learning outcomes. Lessons were generally coherent and most were well staged.

T26 Most teachers used techniques such as elicitation and nomination. There was some checking of comprehension of task instructions but little use of concept questions. Teachers demonstrated the ability to teach language with specific focus on listening and speaking skills. In a few classes, individual students were ignored.

T27 Teachers demonstrated good management of the whiteboard and computing resources. Supplementary materials were well presented. In some lessons seating arrangements were varied to ensure students worked with different nationalities.

T28 Teachers generally monitored students' language well and there was evidence of appropriate delayed correction and checking of activities.

T29 Teachers included short assessment activities and made reference to work covered in previous lessons.

T30 Overall there was a good balance of student and teacher talking time. Good use was made of pair work and quizzes. Students were for the most part participating well in classes, with some exceptions where the youngest students were less engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme, with an equal distribution of satisfactory and good teaching. Teachers were able to present sound models of spoken and written language in well-planned and well-managed lessons. Teachers used a range of appropriate teaching techniques, and topics and tasks were interesting and relevant. There was evidence of mixed ability in some classes. Students received useful feedback on their use of the language. Teachers knew their students well and students were engaged in their learning, with the exception of some of the youngest students.

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.	Met
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.	Met
W8 Students have access to adequate health care provision.	Strength

Comments

W1 Very thorough measures are in place to ensure the safety and security of students at both campuses. These procedures include responsibilities for safety and security being specified in senior management staff handbooks.

W2 The organisation has drawn up comprehensive procedures for handling security or safety emergencies on the boarding school premises and on excursions, for example, all trip itineraries include reference to emergency response procedures and the location of the nearest hospital to the venue or activity.

W3 Students receive a high level of pastoral care throughout their stay. All boarding houses are managed by experienced housemasters/mistresses with year-round pastoral responsibilities for student welfare, who welcome students on their arrival. Pastoral provision features in the detailed parent manual sent in advance of courses and in the on-site inductions given to students.

W8 Students have access to excellent health care provision, including morning surgeries with a nurse at all centres, and agreements with local doctors and dental surgeries. All recreation assistants are required to be first-aid trained and other staff with valid first-aid training are clearly identified.

Accommodation (W9–W22 as applicable)	Area of strength
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<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Strength
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
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.	Strength

Comments

W9 Students have very comfortable accommodation in boarding houses at both sites inspected; they are accommodated in single, twin or multiple-occupancy rooms. Student bedrooms have natural light, are spacious, include study areas and have ample cupboard space. All boarding houses have common rooms.

W10 Cleaning arrangements are very good at both centres. Sheets and duvet covers are provided by the school and changed once a week and on student changeover days. A personal laundry service is provided weekly. The bedrooms are cleaned daily except at weekends, when the common areas are cleaned.

W13 Students meet daily with housemistresses every evening, when any problems with accommodation can be raised and addressed. Initial online surveys can also pick up any accommodation issues and action taken is recorded.

W15 Meals on both campuses provide varied and appetising food of a high standard that take into account special dietary requirements. Sample weekly menus that illustrate the well-balanced nature of the food offered are provided in advance of courses.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

TVSS does not offer homestay accommodation.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

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.	Met
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	Strength

experience and training.	
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Comments

W24 Very varied leisure programmes are offered at all centres. Activities include a range of sports that take advantage of the excellent facilities offered by the host schools, and other activities such as arts and crafts and cooking. There are always alternatives to outside activities available. Students are well prepared to benefit culturally and linguistically from half-day and full-day trips to places of cultural interest, such as museums.

W25 Leisure programmes are well organised in advance of the summer by head office staff. At each centre the programmes are managed by a suitably qualified recreation director assisted by recreation assistants and specialist recreation teachers.

W26 The school provides all staff with comprehensive training and briefings on how to ensure the safety of students on all on-site and off-site activities. Itineraries are extremely detailed, as are all risk assessments. Staff routinely provide feedback on activities so that itineraries and risk assessments may be improved. Head office staff visiting centres also help centre personnel to review safety aspects of leisure programmes and amend them when required.

W27 TVSS ensures that all recreation activities are led by appropriately experienced and qualified staff. Recreation directors and assistants have sporting backgrounds and qualifications and many are sports teachers or multi-activity coaches.

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 implementation.	Strength
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.	Met
S7 There are suitable arrangements for the accommodation of students.	Strength
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

All TVSS programmes are only for under 18s. The age range of courses at the time of the inspection was from nine to 17 years of age.

S1 The school has a comprehensive safeguarding policy in place that is supported by a large number of relevant practical documents. The policy includes appropriate age differentiation. Expert advice and training has been sought by the organisation to ensure that the policy meets all legal and Scheme requirements.

S2 Versions of the safeguarding policy are given to all relevant stakeholders. The safeguarding lead has received specialist training as have other staff in head office. Each centre has two designated safeguarding officers who have received advanced training. All staff have undergone basic safeguarding awareness training, and receive supplementary contextualised training in their centres. There is a student version of the organisation's policy on noticeboards in centres.

S5 The supervision and safety of students during scheduled lessons and activities is very well managed. Students have a full set of activities throughout their courses, during which they are closely supervised, for example, roll calls are taken before all afternoon activities and at various times on all excursions.

S7 Arrangements for the accommodation of students are very thorough. Housemistresses welcome students on arrival and explain the house rules to them. There is a very high adult:student ratio of 1:5.

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: multicentre

1. COLLATED DATA FOR ALL ELIGIBLE CENTRES (INCLUDING THOSE NOT INSPECTED)

Inspection history	Dates/details
First inspection	1982
Last full inspection	2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Parents Abroad, a company that provides guardianship for foreign students attending private schools in the UK.

Private sector

Date of foundation	1974
Ownership	Name of company: Jonathan Wright, Workcrest Services Ltd Company number: 04176282
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	13 Park Street, Windsor SL4 1LU
Location of centres offering ELT at the time of the inspection but not visited	St. John's School, Epsom Road, Leatherhead KT22 8SP Rugby School, Horton Crescent, Rugby, Warwickshire CV22 5DJ Sevenoaks School, Claridge House, High Street, Sevenoaks, Kent TN13 1HU
Location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

Student profile at peak at all centres

	Collated totals in peak week: 9–13 July 2018 all centres
Of all international students, approximate percentage on ELT/ESOL courses	100
ELT/ESOL students (eligible courses)	
18 years and over	0
17 years and under	361
Overall total of ELT/ESOL students shown above	361
Predominant nationalities	Italian, Chinese, Russian,

French, Spanish, German

Staff profile at peak at all centres and HO

Collated total in peak week:
9–13 July 2018
HO and all centres

Total number of teachers and academic managers on eligible ELT courses	47
Total number activity managers and staff	25
Total number of management (non-academic) and administrative staff	15
Total number of support staff (e.g. houseparents, matrons, catering)	12

Course profile (across all centres covered by this accreditation)

Course profile	Summer		Other times of year	
	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<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"/>
English for specific purposes (includes English for Executives)	<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"/>
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

Preparation course for spoken English examination (16 hours 40 minutes per week contact time at Ascot, Epsom, Leatherhead and Sevenoaks), intensive course at Rugby 20 hours per week contact time), IELTS preparation test option at Rugby (20 hours per week contact time). Afternoon Academy courses available at Epsom, Leatherhead and Sevenoaks of nine hours per course week on three afternoons per course week.

2. DATA ON CENTRES VISITED

1. Name of centre	Ascot
2. Name of centre	Epsom
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students, approximate percentage on ELT/ESOL courses	100	100				100	100			
ELT/ESOL students (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	0	0				0	0			
Full-time ELT (15+ hours per	0	4				0	2			

week) aged 16–17 years										
Full-time ELT (15+ hours per week) aged under 16	53	37				53	61			
Part-time ELT aged 18 years and over	0	0				0	0			
Part-time ELT aged 16–17 years	0	0				0	0			
Part-time ELT aged under 16 years	0	0				0	0			
Overall total of ELT/ESOL students shown above	53	41				53	63			
Junior programmes: advertised minimum age(s)	10	10				10	10			
Junior programmes: advertised maximum age(s)	16	16				16	16			
Adult programmes: advertised minimum age	N/a	N/a				N/a	N/a			
Typical length of stay (weeks)	2–4	2–4				2–4	2–4			
Predominant nationalities	Italian, Chinese, Russian, French, Spanish, German					Italian, Chinese, Russian, French, Spanish, German				

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	7	5				7	8			
Total number of activity managers and staff	3	2				3	3			
Total number of management (non-academic) and administrative staff	3	2				3	2			
Total number of support staff	2	1				2	2			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years relevant experience	0	0			
Academic managers without TEFLQ qualification or 3 years relevant experience	2	2			
Total	2	2			

Comments

The Directors of Studies do not teach. The senior teachers teach as needed but were not teaching at the time of the inspection.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	0	0			
TEFLI qualification	5	3			

Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	0			
Teachers without appropriate ELT/TESOL qualifications. (NB Rationales need to be prepared for teachers in this category)	0	0			
Total	5	3			

Comments

None.

Accommodation profile

Centres	1	2	3	4	5	1	2	3	4	5
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Numbers at time of inspection: at centres visited

Types of accommodation	Adults					Under 18s				
<i>Arranged by provider/agency</i>										
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	N/a	N/a				0	0			
Private home	N/a	N/a				0	0			
Home tuition	N/a	N/a				0	0			
Residential	N/a	N/a				53	41			
Hotel/guesthouse	N/a	N/a				0	0			
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a				0	0			
<i>Arranged by student/family/guardian</i>										
Staying with own family	N/a	N/a				0	0			
Staying in privately rented rooms/flats	N/a	N/a				0	0			
Overall totals adults/under 18s	0	0				53	41			

Centres	1	2	3	4	5
Overall total adults + under 18s	53	41			