

Organisation name	Vacational Studies, Newbury
Inspection date	28–29 July 2015

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation but evidence should be provided within 12 months to demonstrate that the named designated staff have received advanced training in safeguarding and that the senior designated person has received specialist training.

Summary statement

The British Council inspected and accredited Vacation Studies in July 2015. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s, and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers residential vacation courses for under 18s and adults aged 18.

Strengths were noted in the areas of student administration, care of students, accommodation, leisure opportunities, and care of under 18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	1975 by FELCO; first inspected by British Council in 1982.
Last full inspection	2011
Subsequent spot check (if applicable)	None
Subsequent supplementary check (if applicable)	None
Subsequent interim visit (if applicable)	None
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	None
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

Private sector

Date of foundation	1973
Ownership	Limited company
Other accreditation/inspection	N/a

Premises profile

Address of main site	The Mary Hare School, Arlington Manor, Chieveley, Newbury RG14 3BQ
Details of any additional sites in use at the time of the inspection	None
Details of any additional sites not in use at the time of the inspection	None
Profile of sites visited	<p>The Mary Hare Grammar School is a boarding school for the deaf. During the four weeks of the course Vocational Studies has use of the school premises, grounds, playing fields and facilities, including an indoor swimming pool. The school buildings are set in extensive grounds three miles north of Newbury. In the main building Vocational Studies has use of a large entrance hall, with soft seating, a number of large rooms used for offices, a small common room that can also be used if children are feeling unwell, and a large conservatory which is used as a common room. The nearby teaching block has up to 20 classrooms and quiet study areas, a large hall and a gym. A cafeteria is housed in a separate building. There are a number of residential houses; three were being used by Vocational Studies in 2015.</p> <p>Staff from the Mary Hare school continue to work and live on site, and the Arlington Arts Centre on the campus is used by members of the public for events and for driver education. Some events at the centre are attended by Vocational Studies students.</p>

Student profile	At inspection	In peak week July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL Students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	2	2
Full-time ELT (15+ hours per week) aged 16–17 years	31	30
Full-time ELT (15+ hours per week) aged under 16	76	88
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	109	120
Minimum age	10	10
Typical age range	10–17	10–17
Typical length of stay	4 weeks	4 weeks

Predominant nationalities	Spanish, Norwegian, Dutch, Portuguese	Spanish, Norwegian, Dutch, Portuguese
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	0	0
Number on child visitor visas	8	8

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	11	11
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	11	
Number teaching ELT 20 hours and over/week	0	
Total number of administrative/ancillary staff	14	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/ESOL qualification (TEFLQ)	2
Certificate-level ELT/ESOL qualification (TEFLI)	7
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	1
Rationale(s) required for teachers without appropriate ELT/ESOL qualifications	1
Total	11

These figures include the academic managers.

Comments

Both academic managers were teaching during the week of the inspection, and one during the time of the inspection.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The courses are for students aged 10 to 18. Two students aged 18 were attending the course at the time of the inspection.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	2	107
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
<i>Staying with own family</i>	0	0
<i>Staying in privately rented rooms/flats</i>	0	0
Overall totals adults/under 18s		
	2	107
Overall total adults + under 18s	109	

Introduction

Vacational Studies has been operating under the same ownership and management since 1973 and for many years at the Mary Hare School. The director is personally responsible for statutory compliance, staff recruitment, publicity, student enrolments and liaison with Mary Hare School staff. Above all he is responsible for, and takes pride in, the ethos of the school and the overall programme within which out-of-class activities are as important as the English lessons in helping the young people develop and achieve their potential.

Students are largely recruited by word of mouth and by recommendation from former students and their parents. Many students are returners, some the children of former students. Some new clients are recruited via the website and the director has been considering how this can be made more easily accessible to new enquirers. No bookings are made through agents and there are no group leaders.

Many of the staff, especially those in the welfare and leisure team, are returners or former students. Each year UK reps, sixth-formers from an English independent school, are appointed to take part in the programme and interact with the students; there were two in 2015, a girl and a boy. A number of the former UK reps and some of the overseas students return, sometimes starting as unpaid apprentices before being employed on the course in later years.

Students have lessons on six mornings per week when the main focus is on a film project, with the film produced by each class presented to the whole school at the end of the four-week course. Sports and social activities and excursions take place in the afternoons, evenings and on Sundays. Students are allocated to one of four 'houses' which compete to gain points for sports and social events and for good behaviour in the accommodation. Some students are chosen to take on the roles of head of house and prefect, while others are appointed as mentors to younger or new students.

All students and staff are residential, accommodated in premises on the campus.

The inspection took place over two days. Meetings were held with the director, the course manager, the matron, the assistant matron, the senior sports and social organiser, the academic manager, the senior teacher, the sports organisers, the course assistants, the UK reps and the teachers. There was a focus group meeting with students and one inspector had a meeting with the Mary Hare estate manager. One inspector inspected the residential accommodation, and all teachers were observed teaching. Inspectors observed some of the leisure activities and arrangements for lunch; they also sampled the mid-day meal.

Management

Legal and statutory regulations

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

Comments

M1 Sampling identified the following issue: staff contracts do not specify in sufficient detail the hours to be worked; the school should obtain independent legal advice.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure is clear. Many of the staff members have been working with Vocational Studies for a number of years, some starting as students or UK reps. There are excellent arrangements to ensure the continuity of provision.

M3 Main duties are specified in *Notes for Staff* which form the basis of the contract between the school and the employee. However, some teaching staff reported that they were unclear about the extent of the involvement expected outside their teaching hours.

M4 The director is in the school every day and oversees the management of the school. Responsibility is delegated to the course manager, the senior sports and social organiser, and the academic manager who manage their own teams. Communication within the teams is excellent; regular meetings take place, some more than once a day, at which information is conveyed. However, there are fewer occasions for exchange of information between the different teams and some of the academic staff felt that communication across the whole school could be more inclusive.

M5 There are appropriate recruitment policies and procedures in place. All staff are recruited directly by the director. He is careful to get two references for newly appointed members of staff, often obtained by means of emails. However, evidence that all references are taken up is not available; copies and notes are not kept in staff files.

M6 Copies of qualification certificates were in staff files. The status of the certificate of one newly appointed member of staff had not been investigated to ensure that it met all the requirements of the Scheme. However, this was an exception.

M7 Staff have a period of induction at the school before the arrival of the students. Information is available online from the time of appointment.

M8 The performance of all staff is closely monitored by informal and formal means. Teachers are regularly observed. Managers give feedback to the director on the performance of the staff in their teams, with recommendations for further employment or for promotion if appropriate.

M9 In the past, academic staff have been sponsored to further their qualifications. All staff receive a short course in first aid at the time of induction. In-house training sessions are offered by the academic manager, though not always taken up by all teachers. The apprentice scheme ensures that participants are well trained for future posts.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

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

Comments

M10 The director deals personally with all enquiries and student enrolments. He is assisted during the time of the course by the course manager and assistants.

M11 All students are enrolled directly and the director takes great pains to provide information and reassurance for students and their parents before, during and after the course. Vocational Studies relies heavily on personal recommendation and provides prospective parents with the contact details (with their agreement) of parents whose children have attended Vocational Studies courses.

M12 Enrolment procedures take the well-being of the children into account at every stage.

M13 Next of kin details are gathered before the start of the course, and checked on arrival. In addition, the contact details of a relative or family friend are also noted in case of an emergency when the parents cannot be contacted.

M15 A recommendation is sought from the children's year-round school before enrolment and the rules and disciplinary procedures are made very clear to students and their parents.

Quality assurance

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

Comments

M18 Feedback is sought from students in a number of ways: there are mid- and end-of-course questionnaires. Students are encouraged to assess how they have progressed, both socially and linguistically. There are also regular student council meetings with the director in which representatives give the views of fellow students. Minutes of these meetings are taken and any action taken is recorded and displayed on noticeboards.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity takes the form of a website and social media.

M21 The main points of the website are available in French, German, Italian and Spanish, and a link is provided to an online translation function. However, the website contains large amounts of information which is not easily accessible by someone not already familiar with the school or by new enquirers whose English is not of a high standard.

M28 The publicity claims that 'several senior teachers are DELTA qualified'; however, although there had been several senior teachers recruited whose qualifications were thought to be TEFLQ, only one was 'DELTA qualified' at

the time of the inspection.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of its students and, with one small exception, in accordance with its publicity. *Student administration* is an area of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The school buildings are sufficiently spacious and there are extensive grounds.

R2 Premises are generally in a good state of repair, although the décor is rather shabby in some areas.

R3 There are enough classrooms, although some are rather cramped.

R4 There are areas where students can relax, both indoors and outdoors. There is an excellent range of food on offer in the dining room, with healthy options always available. Students reported favourably on the meals.

R5 The signage to buildings, routes and rooms (for example, to classrooms and for the rooms in the residence of staff on duty) is not adequate. This is not normally a problem as students quickly find their way around the school. However, especially as students can join in weeks two and three, it is important that they can find their way around the campus and to rooms where they can get help at night should the need arise.

R6 There are several rooms where staff can work, relax and make hot drinks.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

R7 Students are given a small notebook in which to record their work. Materials and resources for doing the film project are provided and students also have access to simplified readers and reference books and dictionaries.

R9 Teachers are provided with a laptop computer, and a video camera and tripod for use during lessons. Classrooms have interactive whiteboards.

Resources and environment summary

The provision meets the section standard. The learning resources and environment support and enhance the studies of students and offer a professional environment for staff.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T2 The qualification of one teacher does not meet the requirements of the Scheme; the course leading to the qualification is not externally validated.

T3 A rationale was provided and accepted within the context of this inspection.

T4 There are two academic managers, both of whom are TEFLQ, and both have had many years' experience at this school.

Academic management

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

Comments

T7 Although there is some continuous enrolment, and consequent additions to classes, it has been possible for students to have the same main teacher for their entire course. However, the timetabling of the exam preparation lessons results in some disruption. See T12.

T8 The two academic managers can cover when they are not teaching. They both have a reduced teaching timetable.

T9 In the past all students began and started on the same dates and all studied for the full four weeks. Now it is possible for students to join the course at the start of the second and third weeks and to leave after the second and third week. This has implications for the film project; some students miss the preparation stages, while others leave before the finished product is completed and presented.

T10 Teachers are well supported by the academic manager and the senior teacher. There are daily meetings for all teachers. Short workshops are given in advance of each stage of the film project to make sure that teachers know what is expected. There are also regular workshops on general teaching techniques, attendance at which is optional.

T11 Teachers are observed by the academic manager and the senior teacher, and written feedback is provided. Some of the completed feedback forms are more specific and helpful than others.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The course design is structured around a film project which is completed over a four-week period. There are clear guidelines for teachers about the staging of this project, and they are encouraged to allow as much student input as possible. This experiential approach is well suited to a short vacation course in which the aim is to encourage student participation and team work. However, students who do not attend for the full four weeks miss some stages of the project. Teachers reported that it was often difficult to involve fully those students who join after the start of the course; those who leave early can see the completed film on the Vocational Studies website. Interspersed with the film-making lessons are general lessons, often taught by another teacher. Teachers are asked to base their lessons around a cultural or topical theme and to pick up on language weaknesses exhibited in the film-making lessons. Trinity examinations are offered and 50 students have been prepared for the exam in 2015. Preparation is led by the academic manager and the senior teacher; for these lessons students are either taken out of their lessons or the daily homework period. This inevitably causes some disruption, especially if students are absent for some of the film-making lessons.

T13 Some changes have been made in response to teacher feedback. It is suggested that further review is needed in the light of changing enrolment patterns and the popularity of the optional Trinity examinations.

T14 Students receive a timetable showing the stages of the film project. There are large posters in the classrooms setting out the process. The timetable for each day is put on the whiteboards.

T15 The inclusion of study and learning strategies is not consistent. Students are provided with a small notebook. In some classes students have been encouraged to divide the book into sections, but in general there is little evidence that they have been taught how to record language for future reference. In some classes students are taught the phonemic script and helped to use dictionaries.

T16 Students are encouraged to use the language practised in class outside the classroom and in their future studies. However, more could be done to link work done in the classroom with out-of-class activities. It is difficult to prepare for excursions as they are optional and not all students take part in the same activities.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 There is a written and oral test.

T18 Students progress is monitored by their teacher and a progress checklist is sent to parents during the course. The form is detailed and was reviewed and changed during the inspection visit. Students are encouraged to reflect on their own progress.

T19 Students may opt to take the Trinity oral examination. Although other factors such as lack of motivation and preparation could have played a part, the previous year's results, which included a number of fails, suggest that not all students were given sound advice about which level to attempt. Academic staff are aware of this and are taking more care to ensure students are entered at a suitable level.

T21 Currently, students receive two reports, one on their academic progress and one from the director commenting on their participation in the course overall and on their personal progress. Currently the academic report is in the form of a written text and not linked to any external criteria or benchmarks. During the time of the inspection it was decided to adapt the progress checklist for use at the end of the course.

T22 A specialist adviser visits the school to help those students who are considering entering mainstream higher education.

Classroom observation record

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

Comments

The academic manager was teaching during the week of the inspection but not on the days of the visit.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 All teachers provided an accurate model of English. In a small minority of segments there was some insecurity about grammatical systems on the part of the teacher. Knowledge of phonological systems was displayed by a number of teachers. However, knowledge of lexical systems was not so evident.

T24 Teachers are able to grade their language to suit the level and age of the students. There was some evidence in plans of strategies for differentiation.

T25 In a number of plans the learning objectives were not noted and in the majority it was not made clear how the needs and interests of the students had been taken into account when planning learning objectives and outcomes. In most plans and lessons, identification of the target language was lacking; teachers tended only to refer in a rather vague manner to skills development.

T26 Most plans outlined a coherent sequence of activities. However, in some lesson segments observed the purpose of the activity, and how one activity linked to the next and to the overall learning objectives, was not clear.

T27 Some good use was made of the environment: for example, use of outdoor space and larger indoor rooms so that students could move around easily. Boardwork ranged in standard; some, but not all, was well organised. Little use was seen of the interactive whiteboard but effective use was observed of cue cards, scripts, posters and diagrams.

T28 Techniques used overall were satisfactory. In most lessons there was excellent student involvement and good variety. However, in weaker segments there was a lack of clear focus on the language, its illustration and checking of students' understanding of meaning. In some segments instructions were not clear and not checked so that activities were not set up efficiently. Generally, there was not enough feedback given on individual students' pronunciation.

T29 There was a good variety of interaction. Students were often active physically and there were opportunities for students to interact with each other. In weaker segments there was a need for closer monitoring and direction from the teacher.

T30 There was a positive and purposeful atmosphere in most classes, with evidence of personalisation of content; the views of the students are valued.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The standard was achieved in all segments observed. The students reported that they were enjoying and benefiting from their lessons. Most of the lessons observed were student centred and engaging. There is a need for more attention to be paid to how the content of the lessons serves to meet the linguistic needs of the students.

Teaching and learning summary

The provision meets the section standard. Teachers have appropriate qualifications and are given good support to ensure that their teaching generally meets the needs of the students. The course design has many benefits but needs to be reviewed in response to changing enrolment patterns. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 The school is able to offer a safe and secure environment for its young students. The large site has CCTV at strategic points which the host school staff monitor. There are up-to-date risk assessments in place for all aspects of premises safety and the resident estate manager takes responsibility for overseeing fire drills and monitoring fire safety equipment. There is key pad entry to the accommodation blocks and a very high ratio of adults to children.

W2 Although there are no formal written policies for dealing with pastoral care, it is central to the ethos of the school. Children are respected and treated as individuals, with great care taken to nurture their potential. Many are returning students and well known to the director and other members of staff. Individual needs are catered for and a request for information regarding prayer was dealt with quickly and sensitively during the inspection.

W3 Students are well supported in dealing with personal problems. Three members of the administrative team are specifically given this responsibility, but students reported feeling able to talk to any one of a number of people, including fellow student mentors or prefects.

W4 There is an anti-bullying policy which both staff and students are asked to read and sign. The information provided is clear and sensible and available to students and their parents before enrolment, through the website.

W6 Arrangements for transfer from the airport to the course are extremely thorough with parents, students and staff all very clear about the procedures and with provision made for late arrivals, using a taxi company that the course has worked with for many years. Drivers are DBS checked and costs are made known to parents in advance. On arrival, the students are filmed getting off the coach and the video posted on the secure parent section of the website.

W8 The school has an arrangement with a local doctor who provides treatment to both students and resident staff when needed.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school is entirely residential with all students and staff living on site. Accommodation is provided in three separate blocks; one for boys, one for girls and one for the older children, with boys and girls on separate floors. Each block has a general common room area and bedrooms which most students share in twos, threes or fours, although there are some private rooms. Some rooms have private bathrooms, others use communal facilities. In previous years younger students have been able to use a separate block (Howard House) but due to building work this has not been possible this year. Instead younger students have been placed in the other blocks, but grouped together and situated near a staff member's room. One inspector visited each of the three accommodation blocks in use.

Accommodation: all types

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

Comments

W9 The services and facilities offered are satisfactory. Those in the sixth form block and Mansell House were of a

higher general standard than those in the older Manor House. Laundry is done for the children on a weekly basis and they are able to do it themselves more frequently if they wish to.

W10 The accommodation is checked by Mary Hare staff before the course begins and Vacational Studies staff also check that certain rooms are available and suitable for specific students.

W11 There are daily checks by Vacational Studies staff (for the room tidiness prizes) and any problems noted are reported to Mary Hare staff, who respond immediately.

W12 Registers are complete and updated immediately if a room change occurs.

W13 Students and their parents are clear about the accommodation offered and the fact that most rooms will be shared.

W14 Students' feedback is gathered informally and their requests and suggestions are acted on wherever possible. One of the school's policies is that a child can request a room change without having to give an explanation and this is acted on quickly and sensitively.

W15 The meals provided are varied and plentiful and there is always a choice of healthy options. The catering staff are aware of the different nationalities on the course and take this into account when planning menus. Feedback from students is encouraged and acted upon.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 There is daily cleaning of all accommodation.

W23 All staff receive basic training in first aid with one member (the 'matron') receiving additional first aid training. There is a sick bay on-site and arrangements with a local GP who will treat staff or students.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments					
W26 Students and their parents are made aware of the excursions and events on offer, together with likely costs, before the course starts. When there are other events during the course where choice is possible, students are offered information and advice on an informal basis.					
W27 The leisure programme is extensive with a wide variety of cultural, social, artistic and sporting activities on offer. The team works hard to ensure variety for the full four weeks and to respond to students' particular interests or suggestions. All activities are thoroughly prepared with particular consideration for their suitability for younger learners.					
W28 There are detailed, up-to-date risk assessments for all activities and every activity is reviewed and evaluated at the end of each day, with notes taken and recorded.					
W29 There are two trained life guards on the staff.					

Welfare and student services summary

The provision meets the standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are met. The accommodation provided is satisfactory and the management of the accommodation systems is handled well. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

There were 107 young people aged 10–17 and two 18 year olds on the course at the time of the inspection.

C1 There is a safeguarding policy in place which includes safe recruitment. All staff have up-to-date DBS or police checks.

C2 Clear and sensible notes are provided to staff in a comprehensive A-Z of course policies and requirements. The director is one of the named safeguarding officers and has considerable relevant experience and has also undergone basic safeguarding training. The other named safeguarding officer has not received any formal safeguarding training.

C3 There is a great deal of information available to parents which is clear and accurate and which aims to reassure. However, it may not always be accessible to those with limited English.

C6 Students are well supervised outside lessons with a high ratio of staff to students. There are updated written risk assessments for all activities. Older children are allowed a limited amount of unsupervised time on excursions (45 minutes), while younger children are accompanied by an adult at all times. Leisure activities are carefully selected to appeal to the different age groups and most are included in the course fee. Those not included are made known to parents in advance and are usually paid for prior to arrival.

C7 There is a high ratio of staff to students resident on site. First aid facilities are available in all accommodation blocks and staff rotate to be on duty at all times throughout the day and night.

C8 The school takes contact details of parents at enrolment as well as another person that could be contacted in case of emergency. Students are issued with contact numbers on a plastic fob and activity leaders check these before students board the coach. A feature of the course is that the director is in regular contact with parents, before, during and after the course.

Care of under 18s summary

The provision meets the section standard. There is appropriate provision for the safeguarding of students under 18 in lessons, during activities and on outside excursions and the high ratio of adults to children ensures that children are well looked after on the course. However, there is a need for more formalised systems regarding safeguarding and recruitment as well as safeguarding training for relevant staff. *Care of under 18s* is an area of strength.
