

Organisation name	Wimbledon School of English, London
Inspection date	25 - 27 February 2014

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

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

Recommendation

We recommend continued accreditation.

Publishable statement

The British Council inspected and accredited Wimbledon School of English in February, 2014. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/accreditation for details).

This private language school offers courses in general, academic and professional English for adults (16+) and for closed groups of under-18s/adults (16+).

Strengths were noted in the areas of staff management, student administration, quality assurance, publicity, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, teaching, 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	1983
Last full inspection	2010
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related schools / centres /affiliates	N/a
Other related non-accredited activities (in brief) at this centre	Open centre for Cambridge ESOL main suite and IELTS exams; PTE academic exams; OET test, (an international English language test that assesses the language and communication skills of healthcare professionals). Worldwide teacher training courses, delivered by the school's academic staff, are also offered.

Private Sector

Date of foundation	1964
Ownership	Wimbledon School of English Ltd
Other accreditation/inspection	ISI

Premises profile

Address of main site	41 Worple Road, London SW19 4JZ
Details of any additional sites in use at the time of the inspection (<i>location/normal use of site/when used/number of rooms used</i>)	N/a
Details of any additional sites not in use at the time of the inspection	The Mansel Road Centre, Mansel Road, London SW19 4AA; Wimbledon High School, Mansel Road, London SW19 4AB. These additional sites are used in the summer and other busy periods and are located five minutes' walk away from the main school. The school leases up to five classrooms and a kitchen at the Mansel Road Centre, which is a church hall, and two or three classrooms in the High School. Both sites are on a quiet, residential road. As they were in normal use at the time of the inspection they could not be inspected. However, the Mansel Road Centre was inspected at the 2010 inspection and reported to be entirely fit for purpose.
Inspectors' note of sites inspected	The main school consists of two large adjoining houses made into one school building. It is five minutes' walk from Wimbledon station. The building houses a reception area, administrative offices on all three floors, 21 classrooms, (10 with interactive whiteboards), a large common room, an adjoining snack bar, a large staff room, a multimedia study centre and a large garden, with a garden room for staff.

Student profile

	At inspection	In peak week (<i>August</i>) (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
Total ELT/ESOL student numbers (FT + PT)	250	397
Full-time ELT (15+ hours per week) 18 years and over	216	307
Full-time ELT (15+ hours per week) aged 16-17 years	8	90
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	25	0
Part-time ELT aged 16-17 years	1	0
Part-time ELT aged under 16 years	0	0
Minimum age (including closed group or vacation)	16	16

Other	<input type="checkbox"/>					
-------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Comments

The majority of courses are full-time, 24- or 28-lesson a week general English courses. Other full-time 24-lesson a week courses offered include summer vacation, Cambridge examination, business and professional English, IELTS preparation with pre-sessional academic English and IELTS Express, the Cambridge TKT course and a two-week teachers' refresher course. Intensive 28-lesson courses are offered for option classes: communication skills, grammar and writing, IELTS preparation, academic writing skills and FCE and CAE computer-based testing, academic year programmes and International Legal English with Cambridge ILEC preparation. A two-week, 20-lesson English and culture course for mature students is also offered. Part-time examination and general English courses are offered on Tuesday evenings. One-to-one courses are offered but most one-to-one lessons are part of a larger package. The school caters for occasional closed groups.

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	112	5
Private home		
Home tuition		
Residential		
Hotel/guesthouse		
Independent self-catering: student houses	43	
Arranged by student/family/guardian		
Staying with own family		3
Students own arrangements	87	

Introduction

The Wimbledon School of English is a family-run school that is celebrating its 50th anniversary this year. Ownership is still in the family of the founder and the principal & managing director reports to the chairwoman and shareholders. The school's main business is general English, with many students attending dedicated examination classes. The school has a maximum intake of 380 students, with students from up to 60 different countries represented at any one time. The summer school is not significantly different from the year-round school apart from a lower average age range and an increase in maximum class size from 14 to 16. The school also runs and manages the London Exam Centre, which is located near the school. It is a test centre for the Cambridge, IELTS, PTE Academic exams and the OET test. The school is a member of Quality English, IALC, Business English UK and The English Network as well as English UK. The principal & managing director and the academic director are actively involved in these groups and this ensures maximum benefit for the school and staff.

Since the last inspection the school has increased the number of classrooms with interactive whiteboards to 10 and the multimedia study centre has been re-located to larger and more accessible premises on the ground floor. The teacher profile has risen to 90.5 percent TEFL-qualified teachers.

The inspection lasted two full days, one half day and an evening during which the inspectors interviewed the principal & managing director (principal), the academic director, the operations director, the director of studies (DOS), the two assistant directors of studies (ADOSs), the study centre manager, the registrar, the accommodation manager, the assistant accommodation manager and her successor, the student services manager/welfare & child protection officer (student services manager), the administration assistant & social programme organiser, the administration and marketing assistant, the marketing & groups manager and the teacher/health & safety officer (H&S officer). They observed all the teachers and held one focus group with teachers and one with students. One inspector visited three homestays: one standard, one superior and one self-catering, and three student residences, two owned by the school and one privately owned. The round up was attended by the principal, the academic director and the operations director.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

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

Comments

M2 There is a very clear structure of management and administration with high levels of staff continuity of employment. The principal, operations director and academic director have been at the school for a collective total of 57 years. Effective arrangements for succession planning are in place.

M3 The job descriptions for all staff are clearly set out and accurate.

M4 Communication throughout the school is excellent. There is a comprehensive range of meetings, most of which are minuted, as well as daily informal contact at all levels. Staff meet every day for lunch, which is provided and paid for by the school. This creates further opportunities for informal communication and is a benefit which staff appreciate. The principal's office is conveniently located next to the staff room and she operates an open door policy. There is an annual meeting for all staff and written communication is facilitated by e-wimbledon, the school's language learning platform, a Facebook page and a Twitter feed. Communication with homestay hosts is normally via email or phone and they are invited to a two-yearly meeting at the school. Group leaders are kept well-informed and may join classes if they wish.

M5 There are sound recruitment policies and appointment procedures in place.

M7 Comprehensive induction policies and procedures have been set out and implemented. All staff receive appropriate induction and are appointed a 'guardian angel', a practice which teachers at the focus group reported on favourably.

M8 There is a clear policy on monitoring staff performance and all staff are included in the yearly appraisal process. The outcomes of the personal development interviews for teachers feed into the annual continuing professional development programme.

M9 Staff development for all staff is given high priority. Staff benefit from regular in-service training and are funded to attend external events. Administration staff attend the annual English Network conference. Teachers are encouraged to obtain higher qualifications and are financed through TEFL-qualifying courses if they stay on at the school. The academic director is involved in many outside projects in the ELT industry to lead changes in the approach to CPD within language organisations.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

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

Comments

M10 Staffing and resources are sufficient and administrative staff have clearly defined roles, with clear overlap between team members. Staff provide an efficient and welcoming reception service. Incoming telephone calls, which are routed to all staff phones, are answered extremely promptly.

M13 Student records are kept on a system tailor-made for the school. They are detailed, accessible by all relevant staff, and kept up-to-date. Consideration is being given to a new management information system to replace the current system, which is close to capacity.

M14 The school has a clear absenteeism and disciplinary policy and procedures. Attendance levels are very high and absences are recorded by teachers, checked by the DOS or ADOSs and transferred weekly onto the management system. There is an eight-step disciplinary procedure for absences which is very clear. It has never been necessary to implement the final step.

Quality assurance

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

Comments

M17 There are many examples of on-going review. The school has appointed its first Corporate Social Responsibility (CSR), officer and the CSR annual report is published on the website. The school's CSR policies include regularly monitoring and reporting on the services provided and conducting customer satisfaction surveys. There are formal meetings, which include reviews of systems, processes and practices, and staff are encouraged to contribute to informal reviews at regular meetings. One example of the culture of regular self-evaluation within the school is the decision that was taken to review the afternoon communication skills class, which led to the development of a new syllabus. (See T13 below.)

M18 Feedback is sought in a number of different ways. New students attend a welcome drink at the end of their first day and are invited to a short meeting at the end of their first week. All students have regular tutorials when teachers check welfare and accommodation issues as well as academic progress. First day, end of week one and leaving questionnaires are administered and information from these is collated and disseminated to staff. The ADOSs hold focus groups with leaving students.

M19 All departing staff complete an exit questionnaire and staff complete an annual staff feedback questionnaire. The administrative and teaching staff have appointed representatives.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity includes the website, a brochure, with information and fees inserts, a teacher training information leaflet, a leaflet publicising the school's part-time classes, an active Facebook page and a less active Twitter account. The website is the predominant medium.

M21 Publicity is written in clear and accurate English. Key pages of the website publicity are available in 79 languages.

M22 The descriptions and photographs used in the school's publicity provide an accurate picture of the school's rooms, facilities, external areas and people.

M23 Course descriptions are detailed, with clear indications of levels and objectives.

M24 The following statements are made in the school's Terms & Conditions in relation to the minimum enrolment age and maximum class size:

'1 Wimbledon School of English strictly adheres to the published age limits for courses, but reserves the right to accept students who are slightly younger than the advertised minimum age. Applications from students outside the published age limits are treated on a case by case basis.

On rare occasions students aged 15 are accepted, as part of an organised group. (See also C7 below.)

2 In very rare circumstances the stated maximum class size might be exceeded. If this does happen, it will only be by one person and for a very limited period'.

In response to the inspectors' request that this statement should be more prominently displayed, it was moved to the information and fees page of the website, in bold. The same changes will be made to the printed brochure when it is reprinted in November 2014.

M26 Accommodation is clearly and accurately described and very full information is provided.

Management summary

The provision meets and, in almost all areas, exceeds the section standard. Communication throughout the school is excellent, administrative systems are responsive to students' needs, and student and staff views are sought effectively and inform the school's work. Publicity materials give clear, accurate and comprehensive information about course content and facilities in clear and accessible language. The management works extremely effectively and responsibly to the benefit of its students. *Staff management, Student administration, Quality assurance and Publicity* are areas 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 checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 premises provide a very comfortable environment for students and staff. The common areas are spacious and well appointed.

R2 All areas of the school are in an excellent state of repair, cleanliness and decoration. There is air-conditioning throughout most of the school. The large, well-tended garden, with a number of seating areas for relaxation, is a special feature of the school and is much appreciated by students and staff.

R3 Classrooms vary in size and most are appropriate for the maximum class size. Five classrooms have seminar chairs and 16 are equipped with tables and chairs. Two of the smaller classrooms allow for relatively restricted movement around the room but teachers at the focus group were satisfied with the configuration of furniture, in preference to seminar chairs.

R4 Students benefit from the provision of a spacious common room with comfortable seating areas, wide screen TV, newspapers, magazines, PCs and a DVD library. There is an adjoining snack bar offering refreshments and students are offered several designated classrooms where they may eat lunch. There are many cafes, supermarkets and fast food outlets close to the school. Following requests from students, the school purchased four microwave ovens for students' use and this was much appreciated by students at the inspection.

R5 The school is extremely well presented throughout, and provides a very attractive and welcoming environment. All classrooms have notice boards and display boards, and these are also in good supply in corridors and

communal areas. They are all visually attractive, informative and very well maintained. Signage is discreet but effective.

R6 Teachers at the focus group were satisfied with the provision of space in the large staff room. All staff appreciate the garden room, with comfortable seating and computing facilities, which provides additional space for relaxation, preparation and marking. A classroom next to the staff room is also available to staff when it is not in use.

Learning resources

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

Comments

R7 The school offers an excellent range of appropriate materials and all students are given a coursebook regardless of their length of stay. There are ample further resources on which staff can draw to support the coursebooks.

R8 The staffroom contains a very wide range of supplementary skills materials, examination coursebooks, teacher development books, coursebooks at all levels, and teachers' resource books. There is a system of 'allocated materials' for books in use with options classes, which ensures that materials are not replicated by teachers in morning classes. All resources are extremely well maintained and organised by the DOS, assisted by the ADOSs.

R9 The school benefits from very good levels of technology throughout. There is wireless internet access, and 10 classrooms are equipped with interactive whiteboards.

R10 The study centre and student libraries are extremely well-equipped and organised, with an excellent range of up-to-date resources. The facilities include 18 computers with special language and examination programmes, a large bank of past exam papers, a film library with over 200 DVDs which students may borrow, a listening library, a reference library and vocabulary, grammar and pronunciation worksheets. The school places great emphasis on the importance of encouraging the habit of regular reading and homework. The reading library has over 1000 graded readers, subdivided into genres, and recent acquisitions have included National Geographic readers, with accompanying DVDs, which have proved popular with students. The school's own online learning platform, e-wimbledon, is available to all full-time students for three months' duration before and after their courses. Benefits from the e-learning platform include hundreds of lessons based on English language news websites, exam practice materials and the opportunity to work with a teacher to focus on weak areas. The online learning platform is available to students free of charge in school.

R11 The study centre manager teaches in the mornings and is based in the study centre every afternoon. She actively promotes the study centre facilities and offers guidance and support, including helping students to design their personalised study plan. This is based on a questionnaire that elicits the language areas they wish to focus on each week and includes long-term objectives. Teachers receive induction to the study centre and are given advice on useful websites and online materials.

R12 Teaching and learning resources are regularly reviewed and updated. The selection and acquisition of new classroom resources is overseen by the DOS and ADOSs in consultation with teachers. Learning resources for the study centre, for which there is generous budgetary provision, are the responsibility of the academic director and study centre manager.

Resources and environment summary

The provision meets and exceeds the section standard in all areas. The premises provide a very good environment for students and staff alike for learning and relaxation. Learning resources are extremely impressive in range, quality and organisation. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input 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

T1 One teacher does not have a level 6 qualification but the rationale was accepted within the context of this inspection.

T2 16 of the 21 teachers on the timetable for the week of the inspection are TEFL-qualified. Three teachers, who teach year-round but were away for the inspection, are also TEFL-qualified. This represents an outstanding staff profile of 90.5 percent TEFL-qualified teachers.

T4 The academic director is TEFL-qualified and has the ARELS diploma in ELT Management and the LCCI Certificate in Teaching English for Business. She has been at the school for 13 years and, since the last inspection, has been promoted to the position of academic director from her 11-year tenure of the DOS position. The DOS is TEFL-qualified and has an MA in ICT in Education. She has been teaching at the school for over eight years and was promoted to the DOS position in January 2014. The ADOS position is rotated and both ADOSs are TEFL-qualified. One has the Diploma in English Language Teaching Management and the other is working towards this qualification. The principal, although not involved in the day to day academic management of the school, is TEFL-qualified and has an MA in Education Management. The academic director and DOS oversee the summer programme and two senior members of the teaching staff act as summer academic managers for four weeks each, as part of their professional development, assisted by one ADOS.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teachers are consulted about which courses and levels they would like to teach and are given the opportunity to try new courses and levels as part of their professional development. Classes are shared between two, occasionally three teachers – one teacher takes the first and third lessons, the other teacher the second lesson. The academic director tries to balance teachers' teaching styles, experience and personalities and ensures that the class does not have too many changes of teachers. The majority of the teachers are very experienced and well qualified, so most staff can cover most areas of the curriculum.

T7 There are effective procedures for timetabling. The brief meeting of teaching and management staff before classes start at 9.15, and the 20-minute mid-morning and 60-minute lunch breaks, provide ample opportunities for communication between staff and students. There are no lessons on Friday afternoon, which means that meetings can be scheduled at a time convenient to all.

T8 Satisfactory cover arrangements are in place and members of the academic team can be called upon if needed.

T9 New students join classes in the second lesson and a class member is asked to help them settle in. Teachers are given useful, relevant guidance in a comprehensive induction file. Continuous enrolment is viewed positively by the members of the academic team as an opportunity for new students to re-energize classes.

T10 Teachers expressed their appreciation of the support they receive from the academic management team. The academic director is a highly experienced ELT practitioner and she has given considerable thought to appropriate guidance and support of both the long-standing, experienced teachers and the small proportion of less-experienced teachers. There are regular CPD workshops, led by the Academic Director, DOS, ADOSs and sometimes by teachers. Opportunities for professional development are always available, for example, teaching a new course or level, trialling a new coursebook, designing or re-designing a course, acting as summer academic manager or ADOS, attending outside workshops or conferences, or studying for further qualifications. All opportunities that incur a cost are funded by the school. External speakers are invited to talk on topics of interest to staff, and teachers at the focus group commented on how relevant and useful these had been.

T11 New teachers are observed within their first two weeks and again after another two weeks, and are given detailed supportive feedback. There are annual formal observations for existing staff and observation forms an

important part of the INSET programme. The DOS and ADOSs have received training from the academic director in the observation of teaching. The academic director has instituted a paired peer observation programme with pairings chosen to reflect the teaching styles and strengths of each teacher. Teachers are given a peer observation checklist and guidelines for the post-observation reflective meeting. Teachers at the focus group were enthusiastic about the programme.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The general English and exam courses have a coursebook as foundation and teachers are encouraged to supplement the coursebook with materials that meet their students' needs. Teachers develop class profiles and a skeleton weekly plan; daily records of work are completed at the end of each lesson. The first lesson teacher is in charge of the class and sets up to two hours' homework each day. The main aim of the first lesson is the presentation and practice of structural and functional items. The second lesson focuses on the four skills of reading, writing, listening and speaking, and the presentation and practice of vocabulary. It can also be used for freer practice and reinforcement of language introduced during the first lesson. The purpose of the third lesson, on two or four afternoons a week, is to supplement the first lesson and provide more extensive language practice in a wider context.

T13 Courses are regularly reviewed following consultation with teachers and feedback from students. A recent example is the design of a new syllabus for the afternoon communication skills class, at two levels, by the DOS.

T14 All students receive a syllabus checklist when they are given their coursebook. Weekly plans were on display on every classroom noticeboard.

T15 The syllabus checklist includes reference to e-wimbledon. Learner autonomy is actively promoted in the study centre, which was being used to capacity at the inspection, and at regular tutorials.

T16 Teachers are encouraged to take their classes out on excursions in class time about every six to eight weeks. A wide range of excursions material is available in the staff room providing pre-and post-excursion activities, which can be integrated into the timetable. Teachers occasionally take their classes out to dinner and during the inspection one teacher was taking her proficiency class out to lunch.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 On their first day students complete a written needs analysis form as part of their day one test.

T18 Progress is carefully and regularly monitored through progress tests, mock examination work and monthly, individual tutorials, with outcomes recorded on e-wimbledon. Students who study for two weeks only are also offered tutorials.

T19 The FCE, CAE and IELTS classes are closed classes with entry by barrier test. The CPE class is composed of examination and C2 level students. The academic team and teachers, several of whom are IELTS examiners, are well placed to offer help and advice. Students also benefit from guidance from the study centre manager, who directs them to a large bank of past papers and exam preparation materials. Students benefit from the proximity of the London Exam Centre when taking their exams.

T22 The school offers a free university and academic counselling and career guidance service with which the ADOSs, study centre manager and DOS are actively involved. The ADOSs and study centre manager offer help

and advice in course and college selection and with students' personal statements, as needed. There is a well-stocked library of prospectuses and other relevant materials in the study centre to which students are directed. Each pre-sessional course includes an organised visit to a London university, and universities and academic pathways providers also visit the school.

Classroom observation record

Number of teachers seen	21
Number of observations	21
Parts of programme(s) observed	All
Comments	
None.	

Classroom observation

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

Comments

T23 Teachers provided clear models of appropriately graded spoken English and good written models were also provided. Teachers helped students in identifying word class and attention to word stress was observed in most classes. Grammar items were clearly presented and the majority of the lessons included attention to aspects of phonology.

T24 Students' levels were correctly gauged and teachers adapted their level of language to their students' level in most lessons.

T25 Detailed class profiles indicated that teachers knew their students' specific needs well. Lessons were well planned, focused and clearly related to the achievement of aims. Plans incorporated correction slots, pronunciation work, especially stress at word and phrase level, and the four skills, including skim reading.

T26 All segments observed formed part of a coherent sequence of activities, with clear progression and evidence of recycling and revision. Homework was taken seriously and followed up in lessons. Planning was not overly coursebook-dependent, and authentic materials and additional resources were used to enhance the use of the published course books being used. There was good planning for student presentation, with an example observed in one segment of a series of oral presentations by students in an advanced class.

T27 Classroom management was generally effective, with clear instructions, lively presentation and good changes of pace and interaction patterns. Resource management was good, and teaching was enhanced as well as supported through the use of technology.

T28 A range of teaching techniques was seen including drilling, backchaining, concept checking and elicitation. There were some good questioning techniques but little evidence of peer correction. Some examples of delayed feedback based on monitored speaking were observed. There was always sufficient and appropriate practice of corrected forms.

T29 There were high levels of student engagement and students were clearly used to working together. Pair and group work was well managed, as was the one mingling activity observed. Teachers produced attractive, well-presented handouts which were of interest to students.

T30 Students were fully engaged and participating well in all classes and clearly enjoyed their lessons. Teachers made good use of humour and personalisation and a good working atmosphere was evident in all classes. Students in the focus group felt that they had made good progress and reported that their teachers were active, friendly and helpful.

Classroom observation summary

The teaching meets and, in several respects, exceeds the requirements of the Scheme. The segments observed ranged from good to very good. Teachers provided clear models for their students. Planning was principled and

teachers had a clear understanding of desired outcomes. The delivery of lessons was very good with examples of well-paced classroom management and lively presentation of materials. Teachers demonstrated a wide range of techniques and lessons were interactive and student-centred. The atmosphere in classrooms was professional, relaxed, and yet purposeful, which created good opportunities for learning.

Teaching and learning summary

The provision meets the section standard and exceeds it in most areas. Academic staff are highly qualified and experienced and benefit from excellent support from a team of academic managers with an equally impressive level of qualification and experience. The courses are well organised, resourced and designed; students' progress is carefully monitored and examination advice and information in relation to UK education is freely available. Teachers are well supported and offered good guidance, with a strong system of observation and feedback. The teaching met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learner management and Teaching* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 The school premises offer a safe and secure environment. Access to the school through the main entrance is monitored by reception staff and CCTV surveillance is in operation throughout the building. Students are given advice on personal safety both in writing and orally at induction.

W4 Notes including reference to bullying and abusive behaviour are given to students at induction. Notices about abusive behaviour are displayed in classrooms. A detailed policy statement is also in place and is made known to staff.

W5 A 24-hour emergency number is communicated to students through written information sheets provided before and on arrival. The number is also shown on the student card.

W6 Comprehensive information on travel from the point of arrival to the school or to accommodation is provided routinely. This information is updated periodically and indicative costs are shown. Transfers arranged by the school are administered efficiently and have proven reliability.

W7 Detailed information on studying and living in Britain and in London is provided in writing, on noticeboards and orally at induction. Information is also available online. All areas required by the Scheme are covered together with others that the school considers relevant and useful. The school also responds promptly to enquiries from students about aspects of life at the school and beyond.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school's main provision comprises homestay accommodation and accommodation in student houses.

Homestays are graded according to facilities into standard, standard plus, superior and independent (self catering). The meal arrangements are half board, breakfast only and self catering (use of kitchen). The various combinations available offer students a range of options.

The school uses six student houses, some with en-suite facilities, and some with shared bathrooms. All have shared kitchens and common rooms and all are offered on a self-catering basis. Two of the houses are owned and managed by the school whilst the other four are privately owned and managed but used exclusively by the school, which deals with all bookings and payments. The student houses are graded as standard, standard plus and superior. Rooms are normally single but some rooms can accommodate two persons, on request. One student house is designated as female only.

In addition the school can arrange accommodation in a women-only Catholic hostel and has recently taken on six

executive-standard studio apartments in a newly built block.

All the accommodation is within reasonable walking distance of the school, or is a short bus ride away, with the exception of the studio apartments which require a short train journey to reach the school.

Three homestays and three student houses were visited and all the accommodation seen was of a high standard. The homestays provided a comfortable and friendly environment whilst the student houses were well maintained and suitably furnished.

Accommodation: all types

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

Comments

W9 All the accommodation inspected met or exceeded the required standards. Students commented favourably on their accommodation, both homestay and shared houses. The quality of the accommodation and of the services provided, both in homestay and independent self catering accommodation, is high and more than meets student expectations. Free Wi-Fi is provided in all student accommodation.

W11 Shared houses are inspected frequently and homestays normally every two years or more frequently. The most recent inspection of one homestay sampled had been done three years previously, but all indications were that this had been due to an isolated oversight. All others sampled had been satisfactory.

W13 Comprehensive information is provided concerning all types of accommodation booked. Very useful descriptions of the student houses are available to students and details of homestays booked include a profile of the hosts, providing students with a personalised introduction to their experience of living in a British home.

W14 Student feedback is obtained through a number of channels. Students complete a short first day questionnaire and then attend a meeting at the end of their first week, which includes returning a second questionnaire. They have an individual tutorial every four weeks, when further feedback on pastoral care and accommodation is obtained. A detailed end of course questionnaire is also completed. Returned questionnaires are circulated and analysed by relevant staff.

Accommodation: homestay

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

Comments

W17 All arrangements are clearly set out in written terms and conditions which are provided to all hosts and also to students using homestay accommodation. Costs, booking arrangements and cancellation conditions are all clearly stated.

Accommodation: residential

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

Comments

W22 Cleaning arrangements vary between the various student houses. The two school-owned houses have very good arrangements where the common areas are cleaned daily and student rooms weekly, with a weekly change of bedding. In other houses common areas are cleaned weekly with students responsible for cleaning their own rooms.

Accommodation: other

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

Comments

W26 Students are well informed of London attractions and local events. There are opportunities to participate in voluntary work in the local community which some students have availed themselves of.
 W27 A varied programme of activities runs throughout the year and is expanded during the summer months to cater for increased student numbers. The leisure programme is well planned and organised. In addition teachers organise educational visits with their classes every six to eight weeks.
 W28 Health and safety issues are taken very seriously and detailed risk assessments are in place for all activities. These are read by all staff responsible for activities. Additional guidance is given to staff supervising off-site activities.

Welfare and student services summary

The provision meets the section standard and exceeds it in several respects. Student security and pastoral care are well catered for and comprehensive information is available. Accommodation provision offers a range of options and all is of a good standard. *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 checked="" 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 checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

C1 The school has a clear safeguarding and child protection policy in place and has stated procedures for its implementation. There is a named child protection officer. Students under 18 are identified to staff and homestay hosts. At induction they attend an additional meeting and are given a written information sheet designed for the benefit of under 18s.

C2 All staff receive training on safeguarding and child protection.

C3 Detailed notes are sent to parents at the time of booking setting out clearly the level of care and supervision that will be provided to students under 18. It is made clear that the school is an adult school but that students aged 16 and 17 are welcome and will be given special care. A parental consent form is required at the time of booking.

C6 It is made clear that the leisure programme is optional and that 16 and 17 year olds are not closely supervised outside class times. The school does not normally accept students under the age of 16.

C7 Under-18s are required to stay in homestay accommodation and hosts are aware of additional responsibilities.

No under-18s are accommodated in student houses. Times by which students must be at their homestay at night are clearly stated to students, parents and homestay hosts. The school insists on these limits being respected and agreed to by parents. On rare occasions the school may accept a student aged 15 if part of an organised group with a group leader. In this case the student must be supervised by and accommodated in the same homestay as the group leader or other responsible adult.

Care of under 18s summary

The provision fully meets the section standard. Appropriate safeguarding and child protection procedures are in place for the age range of students under 18 accepted by the school. *Care of under 18s* is an area of strength.
