

Organisation name	International Student Club, Haileybury
Inspection date	20–21 July 2016

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.

Summary statement

The British Council inspected and accredited International Student Club, Haileybury in July 2016. 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 in general English for under 18s.

Strengths were noted in the areas of staff management, student administration, quality assurance, premises and facilities, 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	2008
Last full inspection	2012
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1997
Ownership	International Student Club Ltd Company number 3369509
Other accreditation/inspection	N/a

Premises profile

Address of main site	Haileybury, London Road, Hertford Heath, Herts SG13 7NU
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	ISC has leased Haileybury, an independent co-educational boarding school founded in 1862, as its summer base since ISC's first summer course almost 20 years ago. Haileybury has a number of historic buildings which have been purpose built for educational use. Some of the newer additions have won awards for architectural merit. The campus is compact, with the dining hall, teaching block, sports facilities and residential houses all within a few minutes' walk. The school is set in the Hertfordshire countryside, in hundreds of acres of grounds. It has a range of sporting facilities, including a large sports hall, an indoor swimming pool, eight tennis courts, football pitches and outdoor playing fields.

Student profile

Student profile	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	240	290
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	51	17
Full-time ELT (15+ hours per week) aged under 16	189	273
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	240	290
Minimum age	10	10
Typical age range	10–17 years	10–17 years
Typical length of stay	2–3 weeks	2–3 weeks
Predominant nationalities	Italian, Spanish	Italian, Spanish
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	11	12
Number teaching ELT under 10 hours/week	1	
Number teaching ELT 10–19 hours/week	2	
Number teaching ELT 20 hours and over/week	8	
Total number of administrative/ancillary staff	4	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	0
Certificate-level ELT/TESOL qualification (TEFLI)	9
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	1
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	10

These figures exclude the academic manager

Comments
The TEFLQ DoS does not teach on ISC's core courses on a regular basis.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments
<p>The ISC summer vacation course runs for a total of five weeks, and is designed for two age ranges, 10-13 and 14-17 year olds. Within this time frame, there are three-week and two-week courses, with students enrolling in the first or second block for two or three weeks. A small handful may stay for a fourth week.</p> <p>Courses include two lessons per day of general English, a third lesson which covers aspects of British Culture and preparation for the excursions, and a fourth lesson of project work which culminates in a show performed before the whole school at the end of each two-week block.</p> <p>This year, a new examination preparation course for external general English examinations consisting of eight lessons of 45 minutes each per week was offered from 4–17 July, and again 25 July–7 August. Six students enrolled and received training in examination techniques including help with practice papers and orals.</p>

Accommodation

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	240
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
Arranged by student/family/guardian		
<i>Staying with own family</i>	N/a	N/a
<i>Staying in privately rented rooms/flats</i>	N/a	N/a
Overall totals adults/under 18s	0	240
Overall total adults + under 18s	240	

Introduction

From the very start of its operation, International Student Club has been based at Haileybury, a co-educational boarding school founded in 1862. Courses have been six weeks long but were run for five weeks this summer. The course directors and the whole team move to the campus a few days before the summer course start dates and are there for the full duration of the course.

The course director, who founded the company 19 years ago after many years' experience of marketing and organising courses for juniors, is supported by a deputy course director. However, she appreciated the necessity of providing continuity for the future as well as in any emergency, and appointed a new co-course director last year. The co-course director worked on ISC summer courses initially as a teacher and then as activities manager for a total of six years before taking on his new role. He knows the programme well and since his new appointment, he has worked with the director on all aspects of running the organisation. This has involved him in shadowing, training in administrative procedures, joint marketing visits overseas, external training and attendance at conferences amongst other activities. They now share day-to-day responsibilities for the summer programme.

Students come for 2–5 weeks, mostly in groups with group leaders but some book individually. There is a very international atmosphere in the summer school which typically enrolls students from around 20 different nationalities every year.

The summer school operates a timetable which separates the 10–13 year olds from the 14–17 year olds. While one age group has morning language classes, the other group has sports and other activities, and to ensure fairness, the timetable is reversed every day. Students join together for evening activities and off-site excursions. This works well.

The inspection lasted two days. Inspectors interviewed the course director/owner, the co-course director, the director of studies (DoS) and the senior teacher, the activity director and his assistant, the office manager, who is also responsible for accommodation in the boarding houses, one of the team of porters who are responsible for the site, two agents visiting the school, and the facilities manager, who is the liaison person between ISC and Haileybury.

Teachers were observed across the range of general English and British culture and excursion preparation classes, and when supervising students working on their projects. Focus groups were held with group leaders, with younger and older students, and with a selection of the activity staff. One inspector visited the sports facilities, two residences, one for boys and one for girls, and dropped in on afternoon activities.

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 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 checked="" 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 type="checkbox"/>	<input 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 very clear. The course director and co-course director share day-to-day management responsibilities for the summer programme. General office administration and the accommodation is handled by an experienced office manager who works on a part-time basis during the year and full time during the summer course. She handled bookings and enrolments two years ago so is also familiar with those aspects of the organisation. This experienced team can cover for each other in any absence. The academic side of the organisation is delegated to a DoS, supported by a senior teacher. Activities are organised by an experienced activities manager, again supported by an assistant with special responsibilities for sports. Two returning teachers have additional responsibilities as heads of residential houses. The whole staff and group leaders are involved in the supervision and care of the students. Responsibilities of the individual post holders are clearly displayed in an accessible format on noticeboards for students.

M4 Channels of communication within the organisation are excellent. The directors are in close contact with the host school staff, agents and past and new staff at specified points during the year to provide them with timely up-to-date information. During the summer course itself, there are brief daily meetings for teachers, activities staff, and the senior management team. More formal, minuted staff and management meetings are held on a weekly basis. There are regular meetings with group leaders, some of which also have a social dimension and regular briefings for staff before excursions and evening activities.

M5 Recruitment and human resources policies and procedures are efficient, and evidently effective in that ISC has a loyal, committed and enthusiastic team. Several staff are returners who provide valuable continuity and support for new staff, and often recommend friends to work at ISC. Potential employees working overseas are interviewed online or by phone.

M7 The two-day induction takes place on the campus the weekend before the arrival of the students. Teachers and activities staff have separate sessions covering their respective areas and several joint sessions so all the members of the team get to know each other. There are practice runs for large-scale evening activities and for guided tours, and reinforcement of the health and safety, and safeguarding information previously sent to every employee. New staff reported feeling well supported.

M9 Although the summer course is only five weeks, the school management is committed to offering professional development opportunities to their staff. Online pre-course safeguarding and prevent training is a condition of employment; an experienced returning teacher has been supported financially to take a diploma-level qualification; several staff have been promoted within the organisation; activities leaders have trained as TEFL teachers and returned in that new capacity; others planning to follow TEFL courses are offered opportunities to observe classes; first aid training is undertaken; and there are regular in-service training/briefings for teaching and activities staff.

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 checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 Enquiries and bookings are mainly handled by the directors, with assistance from the office manager as the summer approaches. Two agents spoken to, both of whom have sent groups to ISC since its start, and current group leaders, many returners, all commented on the friendliness, responsiveness, efficiency and effectiveness of the management and administration. During the course, the office is staffed by a minimum of two senior people during opening hours.

M11 The course format is straightforward and described in publicity. In 2016, students have the option of taking a newly introduced preparation course for two external examinations in the place of some activities.

M12 Enrolment procedures are systematic and thorough. Information is stored electronically and/or in hard copy. Accommodation is often allocated to groups well in advance of their arrival, which agents and leaders much appreciate. See W13.

M14 Students must attend class unless ill. There are clear guidelines regarding the checking of attendance, and the assessment of the seriousness of any illness, which involve teachers, the DoS or senior teacher, group leaders and the course directors.

Quality assurance

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

Comments

M16 An action plan was provided. New procedures are in place, which have addressed the points made.

M17 The organisation states its commitment to running 'the best possible summer school in the best possible location'. Procedures comply with ISO 9001 and the organisation undergoes inspections by another accreditation body. Job descriptions include the responsibility to suggest improvements to all procedures, and regular review meetings are held, generally at the beginning and end of each summer, where feedback from activities staff, teachers, students, group leaders and agents is discussed. This results over years in streamlined procedures, which are firmly embedded. Human resources and operations manuals were revised in good time for this year's course and ISC's database was up-dated.

M18 Feedback which covers lessons, accommodation and other aspects of the course is sought from students through meetings, and through group leaders, within the first few days of every course. End-of-course questionnaires are completed, the results are collated and analysed, shared with agents, and then feed into the following year's procedures.

M19 Feedback is obtained on a daily basis and recorded in the diaries of the senior managers. More formal detailed feedback is obtained from teaching and activities' managers and staff, through exit interviews and written feedback. All of this information is collated, analysed and shared, including with Haileybury staff.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

M23 Course descriptions	<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 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input 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

The organisation's publicity comprises a printed and digital brochure for students and agents, and a website. ISC does not have a presence on social media.

M21 The language used is accessible to intermediate learners.

M22 Photographs give students a clear impression of the premises, and the typical activities included in the summer programme.

M25 The programme is fully covered by the course fees.

Management summary

The provision meets the section standard and exceeds it in some respects. The course directors and office manager form an effective team and together they have developed and refined procedures which are implemented to the benefit of the students. The summer centre is well managed and student administration is handled in an efficient and friendly manner. Feedback is obtained from all stakeholders and acted on wherever possible to further improve the provision. The school's publicity gives an accurate impression of the summer school. *Staff management, Student administration, and Quality assurance* 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<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 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The Haileybury grounds are extensive, and the premises, which accommodate many more students during the academic year, provide ISC students and staff with spacious accommodation of a very high standard.

R2 The premises, including those areas used by ISC, and the grounds are all very well maintained to a very high standard. The quadrangle is beautifully planted.

R3 At the time of the inspection, ten classrooms in one teaching block were being used, but others in the same block are available when student numbers peak. Classrooms are all bright, and spacious for ISC's maximum of 16 students per class. Large windows, with blinds, provide ventilation and natural light. Fans are available in warm weather. The rooms are quiet, and tables can be rearranged to suit each class. Larger halls are available for rehearsals and the final performance of students' project work, and the arts and crafts facilities are used when making props and costumes.

R4 Students have good facilities in which to relax. There are comfortably furnished common rooms in all the residences, and kitchens, where students have bedtime drinks and snacks with group leaders and ISC staff. Drinks and snacks are available at break times and between activities. A former courtyard has been roofed over to provide a stylish relaxation area with comfortable seating, and a cafe which opens at set times to sell pizzas, snacks, coffees and soft drinks at reasonable prices.

R5 The main office and all classrooms are well signposted. Noticeboards near the office are well organised: some have sports, activities and excursion information, others have photos of the students, arranged by groups, and there is a separate board for individually enrolled students. Noticeboards in classrooms are covered before being used by

ISC teachers.

R6 ISC has been allocated five large rooms, all grouped together on the ground floor. One room becomes the main office, where the directors and office manager are based, another is for the activities manager and staff, and a third is mainly used by group leaders and the deputy director. A fourth, the teachers' room, is where the DoS and senior teacher are based, teachers prepare and the teaching resources are housed. The fifth room is a shared space, with a printer, tables and a hot drinks machine and is used at times for excursion briefings, and as a quieter room for lesson preparation. In the evenings, staff have sole use of the sixth form centre as a quiet area. They are very well provided for.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<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 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 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 checked="" type="checkbox"/>	

Comments

R7 ISC has decided not to issue students with course books, given students' average length of stay but instead to produce much of its own materials based on the CEFR communicative competencies. Students are provided with handouts, where relevant, and receive a notebook and large plastic envelope in which to keep their work.

R8 The teaching materials include files of sample lessons for three weeks at every level, coursebooks and skills practice materials, with associated listening materials, photocopiable activities books and DVDs, all appropriate to the ages and levels of the students being taught. Examination preparation materials have been acquired this year for the new options offered. There are good materials available for the British Culture/excursions preparation lessons, and a small selection of up-to-date methodology books for teachers. ISC also provides a full range of stationery items, and arts and crafts supplies, for project work. Staff confirmed that any reasonable requests for materials are promptly met.

R9 All the classrooms are well equipped, with good-sized whiteboards, interactive whiteboards or overhead digital projection equipment and computers. Training in use of the equipment is provided for summer staff, if necessary. Haileybury's own technicians are on hand to help if any technical problems occur. Teachers have access to computer, copying and printing facilities in the staff rooms. A computer room is available for teachers wishing to use computers with their classes. Wi-Fi is available across the site

R12 Teachers' feedback in 2015 has resulted in additional lessons being prepared this year for students at the lower and upper levels. Feedback on the various materials is sought during planning and pre-class meetings.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. Haileybury provides premises and facilities of a very high standard for the students and staff on the ISC summer programme. Teaching resources are entirely appropriate to the ages of the students and types of course being run. Arts and crafts supplies for project work are provided and all reasonable requests met. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

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

T2 Teachers all have appropriate TEFL qualifications. Two teachers have additional relevant qualifications (Young Learners and modern languages qualifications) in addition to their TEFL qualifications, and one has a B.Ed in primary education with English language as a specialism. The teachers working at the time of the inspection had a minimum of two years' experience and some had substantially more. Almost half were returners to ISC, some for the second, fourth and fifth time.

T4 The academic manager has recently acquired a diploma-level qualification. She has substantial EFL experience, having taught overseas, and as a summer teacher at ISC, for seven years. She has a good knowledge of the programmes offered, and the types of students who attend, and is well able to offer academic leadership and support to staff. The senior teacher is TEFLI, and in his fourth summer with ISC. Together they make an effective team.

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 checked="" 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 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 Formalised 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 work with two groups per day on a zigzag timetable so care is taken to keep them with similar levels if possible to reduce preparation time. Teachers' experience and preferences for levels are also taken into account.

T7 A rather complex teaching timetable is smoothly organised by the DoS.

T8 In any cases of absence, the DoS, the senior teacher, who has a part-time teaching commitment, the co-course director or the deputy director can all cover classes. There are former teachers who can step in temporarily in any prolonged absence.

T9 Continuous enrolment is not a feature of ISC. Students enrol on two- or three-week courses and once classes are formed, they remain together as a group. When, occasionally, students stay for longer, they are moved up to avoid any repetition of materials.

T10 In addition to daily briefings, there are weekly teacher's meetings with an educational focus, which teachers found helpful. The DoS and senior teacher are both available to help teachers with the pre-prepared materials and other teaching ideas.

T11 There is a formal observation policy: new teachers are observed within two weeks of the start of their teaching, and returners once each summer. Teachers complete a self-evaluation form, and receive oral and written feedback. The completed feedback forms seen were encouraging but also indicated areas that would benefit from further thought and development. They also feed into the teacher exit interviews.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 stated aim of the summer course is to build students' confidence and activate known language, with a focus on oral and listening skills in all three parts of the programme: general English, British Culture and project work. To help teachers create a coherent course in general English, the CEFR competencies at four levels have been used as a syllabus, and files of lesson plans have been developed. Students also complete a needs analysis form in their first lesson, and teachers incorporate as many of their stated learning preferences and language needs as possible into their lesson planning. Teachers may use other materials or focus on different aspects of the language but are requested to check with the DoS beforehand.

T13 Lesson plans and materials are reviewed during the daily meetings and in the light of teacher feedback.
 T14 Weekly course outlines are displayed in classrooms, and discussed with students.
 T15 The aims of each lesson are listed on the whiteboard, and teachers said they give students some help in organising their notebooks. However, learning strategies are not mentioned in the teachers' handbook or syllabus, nor systematically integrated into courses. Students are introduced to useful websites which are likely to be used once they return home.
 T16 Students are totally immersed in English throughout their course and provided with many opportunities to practise the target language. Classes, project lessons, morning/afternoon and evening activities are in mixed nationality groups. Excursions and trips, for which they are well prepared in class, provide further opportunities to practise their English and they share residences to ensure they have the opportunity to make international friends.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 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 checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T17 Placement procedures include a multiple choice test, some free writing and an oral interview, during which graded questions are used to assess students' oral levels. Students can be moved if wrongly placed, but this is not a frequent occurrence.

T18 Students have weekly progress tests which feed into their reports.

T19 This summer saw the introduction of two new examination preparation courses for students wishing to take external examinations. Only a handful of students enrolled at the higher level but those spoken to were very enthusiastic about the examination strategies they had learned, and the practice they received in completing the different papers. Those who passed the mock examination received a real confidence boost.

T21 Students all receive a certificate and end-of-course report at the end of their stay.

Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	All: see comment.

Comments

Teachers were each observed once teaching general English or British culture and excursion preparation classes. One inspector dropped in on six project classes, where students collaborate in mixed level groups on a theatre project supervised by two class teachers and an assistant.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 A recently introduced language analysis sheet, which teachers complete as part of their lesson planning, is helping teachers identify their students' potential problems with understanding. Lesson plans showed a good knowledge of the language. There was evidence that the phonemic script was being used, in particular for the teaching of vowel sounds. Teachers provided good spoken and written models of the language for their students.

T24 The lesson content was generally appropriate for the ages of the students, and in stronger segments there was an appropriate focus on optimising student oral work. Teachers had responded to students' expressed preferences as seen in the 'What kind of learner are you' sheets and used games and competitive activities to engage students. However, in some higher level segments, students were not being sufficiently challenged, and occasionally the content was too adult for the class.

T25 Lessons in general had clear objectives, which were written on the board, and occasionally referred to. In weaker segments, the objectives were expressed in very general terms which made it difficult to assess students' learning, students talked about language rather than being encouraged to use it effectively, and some segments were rather teacher dominated.

T26 A good variety of techniques was seen in use. These included some effective eliciting, good repetition and drilling of new vocabulary and problematic sounds, the use of mime/ gesture and concept questions to check students' understanding, and activities such as role play, jigsaw reading and gap exercises all designed to promote student interaction.

T27 Teachers had met their classes only once before and had arranged classrooms to facilitate student interaction, sometimes with tables in clusters, or in the traditional horseshoe configuration. They made good use of name cards to ensure all students were called on to answer. Students of the same nationality were separated. Teachers used the classroom equipment with confidence and dexterity and gave clear instructions, which they checked. The whiteboards were generally well organised and teachers' writing was accurate and legible.

T28 In stronger segments, teachers used a variety of correction techniques. They gave students a chance to self correct, enlisted other students' help, monitored and took notes of errors for later analysis and discussion by the whole class. In weaker segments, correction was done by the teacher with little or no checking that the student had registered the correction. Opportunities to challenge students and improve the quality of their oral output, particularly in longer utterances, were missed.

T29 Lesson plans frequently included a practice activity during which teachers could check whether the new language being taught or reviewed was being used but this stage was not always seen.

T30 In most segments, there was a positive learning atmosphere in classes, Teachers knew something of their students' backgrounds, interests and needs, and dealt sensitively with individuals. They used their voices well and inspired confidence. Their language was appropriately graded without becoming unnatural or distorted. Students' comments in the focus group and in the written feedback sampled showed a warm appreciation of their teachers' friendliness, patience and professionalism. Students told us that their teachers valued their contributions, and they enjoyed the good humour and lively atmosphere in classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to very good, with the majority of lesson segments observed being good. Knowledge of the linguistic systems of English was generally sound, and teachers were generally well able to adapt their language to their students' level. Course objectives were clear, and teachers were responsive to students' needs. Lessons included a variety of activities which formed a coherent whole. The range of techniques seen in use was appropriate to the ages of the students on the summer course, many were aimed at optimising students' oral participation in the lesson, although at times opportunities to give feedback and correction to improve the quality of students' output were missed. Classroom resources were used effectively to engage students. Teachers' sensitivity to individual and whole class needs resulted in a positive learning atmosphere.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers all have appropriate qualifications and many have previous experience of teaching this age group. The academic manager is appropriately qualified and experienced, and is supported by a senior teacher with a part-time teaching commitment. Aspects of academic management are well handled, course design and learner management are appropriate for the short summer courses offered. Learning strategies are, however, not integrated into the course. The teaching observed met the requirements of the Scheme, with segments ranging from satisfactory to very good, with most assessed as good. *Teaching* is an area 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 checked="" 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"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 A large number of steps are taken to ensure students' safety and security on the premises. Appropriate risk assessments and fire safety measures are in place to optimise the safety of students while in the care of the school. All staff receive a thorough induction and health and safety is a constant theme of pre-course and subsequent training. This includes procedures for dealing with a major incident. Regular registration of students throughout the day guarantees their safety while 24-hour CCTV surveillance of the whole site and automatic securing of all residential blocks at night support the many security measures that are in place. Night-time patrols take place as well.

W2 The pastoral care of students is of a very high standard. In addition to the support provided by group leaders, heads of house have additional pastoral responsibility for all the students accommodated in their residence. Individual students, who account for approximately 15% of the school community, are all assigned to an experienced member of the activity staff for daily support. In addition, these students have meetings twice a week with the course directors who check on their well-being. All staff take their pastoral role very seriously and group leaders commented very favourably on the service provided. Students' needs based on religious observance are catered for and a place for prayer is available in the school chapel, which is open throughout the day. Any related dietary requirements are co-ordinated with the canteen manager.

W3 The course director/owner is introduced as the person who can assist students with any personal issues during their induction. She is located in the main office, which is very accessible to all students in the classroom block. All students have their photograph and name displayed and considerable efforts are made by staff to focus on the welfare needs of every individual.

W4 Students are made aware of the school's policies and reporting procedures on abusive behaviour during their induction. This is supported by the display of anti-bullying notices throughout the residential houses and by a discussion of school rules during their first lesson. Regular house meetings also address all issues in this area. Staff are made aware of all related policies and procedures during their own induction. Staff are, in addition, trained to identify and report instances of behaviour that may lead to extremist radicalisation.

W6 The majority of students are transferred to and from London airports in groups, accompanied by staff and group leaders. In addition, arrangements are made for the secure transfer of individual students. There are systems and procedures in place to deal with any unforeseen circumstances and full risk assessments of transfer arrangements had been carried out. All procedures and systems are fully documented in the transfers manual and the providers used are very well known to the school. Group leaders and students reported that all transfers had been satisfactory and their arrival at the school had been welcoming and very well managed.

W7 Appropriate information and advice is provided at the students' induction and reinforced during meetings and briefings. During the induction students' attention is drawn to other sources of useful information displayed throughout the site.

W8. The school's first aid provision is highlighted during the induction and students are reminded at the same time of what they should do if they feel unwell. There is an appropriate link to a local doctor's surgeries and other medical services. All students are accompanied on medical appointments by a member of staff.

Accommodation profile

Comments on the accommodation seen by the inspectors

Only residential accommodation is provided and all students and staff live on site.

ISC has exclusive use of residential houses which accommodate between 50 and 60 students. Although more beds are available there is a policy of limiting the number of students on site to a maximum of 300. Girls and boys are in separate houses. Each house has single, twin and three-bedded rooms. There are some multi-bedded dormitories

with separate four-bed sections for younger students. Each house has a comfortable common room with recreational facilities. Toilet and washing facilities are satisfactory. There is a well-equipped kitchen where ISC provides additional drinks and snacks before bed-time. Students are supervised by group leaders and house staff.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<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 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 All residences visited provide facilities and services which comfortably meet the Scheme' requirements. The facilities and general state of repair are of a good standard. Laundry arrangements are clearly explained in publicity and pre-course information, and are available every week.

W10 All houses that are available for use by ISC are thoroughly checked before the start of every course. ISC's long-standing association with the school results in effective communication and action on all aspects of the accommodation provision.

W13 Students complete an accommodation questionnaire before they arrive and the school makes every effort to meet their requests. Rooming lists are dispatched before students arrive at the site. This was commented on very positively by group leaders.

W14 Students complete a first-week questionnaire when they are also asked about their accommodation. Group leaders and heads of house also report any issues to the centre directors.

W15 Everyone spoken to was enthusiastic about all the food provided. The meals sampled provided a wide choice and were both nutritious and tasty. Great emphasis was placed on the attractive presentation of food and there was a wide range of sauces, condiments and additional ingredients to allow students to meet personal tastes and preferences. Snacks and drinks are provided at break times and between activities, and also in residences at bedtime.

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

The school does not provide homestay accommodation.

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

Comments

W22 Residences are regularly cleaned to a good standard. In addition, standards are monitored by ISC staff.

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 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W26 The leisure programme provides ample opportunities for students to make the most of their time in the UK and to socialise with other students. In addition, the study of British culture forms part of the course and is directly linked to the leisure programme. The classroom project, which results in students organising a short theatrical performance at the end of their course combines educational and recreational activities in an imaginative and effective way. Noticeboards and attractive displays throughout the site and residences provide up-to-date information about all the activities and excursions taking place.

W27 The leisure programme is very well organised and resourced. There is an excellent variety of sports and activities which always provide students with a choice. Apart from evening events, there are separate activity programmes for the younger and older students, which specifically meet the needs of the different age groups. Activity leaders are provided with good training and support and are routinely asked for feedback on the sessions they have led. Staff and students complete questionnaires after each excursion. Excellent indoor facilities are available if the weather is poor. In addition to the organised excursions, there are optional trips on Sundays at extra cost for greater variety and choice.

W28 Detailed and appropriate risk assessments have been carried out for all off-site and on-site activities. All activity leaders have a full induction where part of their training provides guidelines on how to respond to situations where students might be at risk. Before all activities and excursions staff meet to discuss and plan any event they are involved with including an analysis of any associated risks. Group leaders are kept fully informed of health and safety matters and ongoing feedback from staff ensures that risk assessments are constantly being reviewed and updated.

W29 All activity staff are recruited because of their particular interests and skills. They receive appropriate additional training and supervision before and during their work. Specialist staff recruited for dance or drama activities are required to have additional appropriate qualifications.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The school makes considerable efforts to ensure that students' needs for security, pastoral care and information are very well met. The residential accommodation is of a very good standard. Students benefit from a very well-organised and safe programme of activities and excursions. *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 checked="" 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 procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

C1 The safeguarding policy contains detailed information and specifies all required procedures in appropriate detail. Appendices include sample forms for reporting allegations and making referrals. Flow charts simplify the procedural steps that need to be followed. In addition, the members of staff named for its effective implementation have all received appropriate training.

C2 All staff receive the required training and familiarisation during their induction and are required to complete a certificated online basic safeguarding course. The course director, who is the designated safeguarding lead, has provided higher level training to members of the management team. Group leaders all receive appropriate face-to-face training and the attention of all visitors is drawn to the ISC's policy statement.

C3 Both the website and brochure provide a description of the level of care and support given to students under 18. ISC's overseas agencies are also made familiar with the relevant systems and procedures.

C4 The school requires all staff to be DBS checked and records of checks are on file. Suitable police checks are made on staff who have worked overseas. Appropriate measures are in place to deal with any staff who have to be recruited at short notice. Agencies confirm that all group leaders have had appropriate suitability checks before accompanying students to the UK.

C5 There are detailed guidelines concerning the supervision of students during scheduled activities and what to do if a student cannot be located. Staff student ratios are high and the induction and ongoing training are very effective measures to ensure supervision is of the highest possible standard.

C7 The accommodation provided is of a high standard, and supervision and medical support are very effective. The owner-course director is permanently on site which provides staff with confidence they will have immediate support in case of any unforeseen circumstances in the student residences.

C8 Arrangements are in place to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students. Care is taken to ensure that this information is available before departure of individual students in case of emergencies. All relevant parties have the course director's mobile number which they can call at any time

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. There is a very good provision for the safeguarding of under 18s. An appropriate safeguarding policy is in place and all adults in contact with under 18s receive detailed training in safeguarding procedures. Suitability checks are carried out on staff and group leaders. Procedures for supervising students during scheduled activities are well understood and are strictly enforced. All emergency contact arrangements are in place. *Care of under 18s* is an area of strength.

