

Organisation name	Isca School of English, Exeter
Inspection date	16 - 17 July 2013

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"/>

Recommendation

We recommend continued accreditation.

Publishable statement

The British Council inspected and accredited Isca School of English, Exeter in July 2013. The Accreditation Scheme assesses the standards of management, resources and premises, teaching and welfare and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/accreditation for details).

This small private language school offers courses in general English and for closed groups of under-18s and summer vacation courses for under-18s.

Strengths were noted in the areas of staff management, student administration, premises and facilities, academic management, course design, care of students, accommodation and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	1981
Last full inspection	July 2009
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/affiliates	None
Other related non-accredited activities (in brief)	None

Private Sector

Date of foundation	1966
Ownership	Partnership
Other accreditation/inspection	N/a

Premises profile

Address of main site	Other site(s) inspected	Other site(s) used but not inspected
4-5 Mount Radford Crescent Exeter EX2 4EN	None	None

Comments (including details of any additional sites used but not inspected)

The school operates from a large, early Victorian house at number 4 Mount Radford Crescent. This is within walking distance of the centre of Exeter and all the main visitor attractions. The house contains the reception area on the ground floor where the administrative team all work. The teachers' staff room is on the second floor of the building where the director of studies (DoS) is also located. There are seven classrooms in total in this building and in the basement there is a dedicated resources room and computer room. There are four more teaching rooms in the directors' home next door at number 5. A modern annexe was built several years ago between the two houses to provide three extra teaching rooms and additional toilets, one of which is adapted for wheelchair users. There are male and female toilets in both the other buildings.

To the rear of number 4 there is a large number of wooden picnic tables that can seat more than a hundred students. A number of canvas gazebos offer suitable protection as required. Weekday lunches are served in this area. There are also three table tennis tables in front of number 4 and additional seating is provided in front of both houses. Students have access to the garden areas at the front of both buildings and to the rear of number 4.

Student profile	At inspection	At peak (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
EFL/ESOL Students (eligible courses)	At inspection	At peak (organisation's estimate)
Total EFL/ESOL student numbers (FT/PT)	146	146
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	0	0
Number on child visitor visas	2	2
Full-time ELT (15+ hours per week) 18 years and over	0	0
Part-time ELT 18 years and over	0	0
Under 16 years	81	81
Aged 16-17 years	65	65
Minimum age	12	12
Typical age range	12-17	12-17
Typical length of stay	2 weeks	2 weeks

Predominant nationalities	Italian and Spanish	Italian and Spanish
Staff profile	At inspection	At peak (organisation's estimate)
Total number of teachers on eligible ELT courses	15	15
Number teaching ELT under 10 hours/week		
Number teaching ELT 10-19 hours/week	15	
Number teaching ELT 20 hours and over/week		
Total number of additional support/ancillary staff	9	

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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes	<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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school runs international summer vacation courses for lower and upper secondary students for approximately ten weeks between the middle of June and the end of August. Students are separated into two age groups: 12-14 and 15-17. If there are mismatches between age and language ability, the school may on occasion have younger students in the more advanced classes and vice-versa. The majority of students enrol as individuals. In addition, intensive exam preparation courses for closed groups of juniors may be organised in September.

Summer vacation students have 18 hours of tuition a week shared between two teachers. One teacher operates for two lessons and the other for the third. The main programme of work is completed in the morning classes with up to two lessons using a core text book whilst the third focuses on additional or supplementary material. Students do project work on Wednesday afternoons when they sometimes leave the school site. There are conversation classes in the afternoon lessons on Mondays when newly arrived students have their spoken English monitored for placement purposes after joining existing classes. Excursions, sports and other activities take place on the other three afternoons and are compulsory for all students.

Introduction

This well-established school was founded by the current principal's parents in 1966 and has been offering English language courses since then. The school used to be open all year offering adult and junior programmes. However the demand for adult courses outside the summer period declined and so a commercial decision was taken to concentrate on the summer junior provision and close down the school for the rest of the year. The owners regard this as a successful move.

There is a wide international mix of mainly western European students, students from Latin America and eastern Europe but with no single nationality dominating. The principal does not wish to expand the size of the school and is satisfied with a maximum of 150 students at any one time.

The school is predominantly a family business as the principal and his wife, who is the accommodation and welfare officer, are completely involved in the day-to-day running of the school. They welcome students every morning at the front gates and cook and serve the popular lunchtime BBQs twice a week. They are permanently on duty during the summer and ready to assist at any time as required. Since the last inspection their daughter, who is a qualified teacher of Spanish and EFL, has joined the business both as a partner and as the assistant principal. She provides the same level of management and support as the principal and the accommodation officer.

The principal is also involved in the first day orientation procedures that help students find their way around Exeter, and eventually back to their hosts. All three partners are involved with the course provision, the leisure programme

and the general welfare and pastoral support. The principal is TEFLQ and the assistant principal TEFLI.

Isca school of English was inspected in their busiest week of the summer. The inspection lasted two days during which time the inspectors interviewed the principal, the assistant principal, the director of studies (DoS) and the accommodation and welfare officer. There were focus groups with the teachers, the junior and secondary students in two separate groups, the social organisers and the three group leaders. One inspector visited four homestay providers.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were all 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	<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 Recruitment (under 18s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Declarations (under 18s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M8 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M10 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 There is a very clear structure of management in the school. The considerable experience of the senior staff coupled with their commitment to the business and the educational success and welfare of their students result in high standards of management and administration. Well established systems and procedures and the availability of all senior staff ensure the continuity of management at all times.

M4 In addition to the ongoing informal discussions amongst the management team, there are formal teachers' meetings on Friday afternoons which ensure effective communication throughout the school. These meetings cover a range of administrative, educational and pastoral issues. There are also opportunities for the sharing of useful teaching tips which assist course delivery. Meetings are minuted and action points are systematically followed through. Staff focus groups reported that communication at the school was highly effective and benefited all aspects of the course delivery and student experience. Managers themselves have regular more formal meetings on Wednesdays.

M5 There are clear policies and procedures for the recruitment and appointment of staff. Appointments are made subject to satisfactory interviews, appropriate qualifications and evidence of a valid right to work in the UK. References are taken up. Interview guidelines are provided.

M6 Prospective employees are systematically informed in writing about all the points listed in the criterion. Reference requests specifically ask about candidates' suitability for working with persons under 18.

M7 All staff are CRB/DBS-checked.

M8 New teaching staff receive a detailed whole day's induction before the start of the course and there is a formal orientation programme supported by appropriate induction handbooks and checklists. The induction covers a wide range of health and safety, safeguarding and appropriate educational matters. New teaching staff are usually paired with a returning teacher. Returning teachers attend a shorter induction as do social organisers.

M9 All teaching staff including returners are observed early in their teaching. Feedback deals with any aspects of performance that need improving. In addition, a primarily developmental appraisal session is available for teachers who wish to participate. Procedures dealing with capability and disciplinary issues are detailed in contracts of

employment.

M10 Managers and other staff have been trained in first aid and safe-guarding, In addition, the Friday afternoon teachers meetings provide opportunities for professional development and the sharing of teaching ideas. Teachers not supervising the Tuesday afternoon excursions are also encouraged to explore ways of developing their teaching in discussions and workshops. The timetabled course planning sessions on Friday afternoons (see T16) also develop teachers' skills in designing programmes of study and in developing teaching strategies.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M11 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M16 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M11 The experience of managers means that they have considerable expertise in recognising what additional resources are required to handle the volume of work. All staff are flexible and able to allocate their time and resources appropriately, depending on the changing needs of students.

M12 The principal provides expert advice about all aspects of the school's services. In addition, students and their parents are provided with helpful and relevant pre-course information about their course.

M13 The financial officer along with other senior staff has been working for the school for many years and there is a lot of experience in the handling of enrolment procedures and related financial questions.

M14 Student records are all up-to-date and contain all required information. All information required to maximise the welfare and security of the students is collected systematically and organised efficiently.

M15 There are very clear policies on attendance and punctuality which are made known to all students during their induction and prior to the course. Attendance data is entered daily by teachers and all unexplained absences and poor punctuality are followed up immediately by contacting the students and where necessary the homestay hosts. The size of the school means that monitoring attendance and punctuality is straightforward.

M16 Conditions under which a student may be asked to leave the course are very clear and explained to students and parents/guardians in some detail before they join the course. This information is also provided during induction of new students and is displayed on notice boards in the school.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M17 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M18 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M19 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M20 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M21 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M17 All points to be addressed from the last inspection report had been dealt with in a thorough and systematic way.

M18 The process of review takes place on an on-going basis. Issues that arise as the course progresses may be noted down and used as the basis for check-lists in subsequent years. The course and leisure programme is reviewed and updated depending on feedback from staff and students. Existing procedures and systems are monitored on a daily basis.

M19 All students complete an end-of-course feedback questionnaire. These are analysed at the end of the summer with a summary of some recommendations. Action taken as a result of feedback on accommodation is noted on the questionnaires. However, any action taken because of feedback on the leisure programme or the lessons is not systematically recorded. Students are not formally asked for any feedback on their course or the leisure programme early on during their programme.

M20 All teaching staff complete an exit questionnaire at the end of their summer employment. There was some evidence that appropriate action had been taken although this was not recorded.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M22 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M25 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M26 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M27 Level of care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M28 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M29 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M30 Teacher descriptions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M31 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The publicity consists of a brochure and a website.

M22 The publicity is written very clearly and accurately. It is also accessible to non-native speakers. Some translations of core course content are available in French, Spanish and Italian.

M23 There is clear and accurate information about the services offered by the school which gives rise to completely realistic expectations. Students and group leaders reported that they were experiencing exactly what had been promised in the publicity.

M25 The school does not close on the public holiday in August and so there is no information about non-teaching days in the publicity.

M27 Both the brochure and website have a very detailed and appropriate description of the level of care provided by the school.

M30 The website states that all teachers have an appropriate TEFL certificate. However, this was not the case with one teacher at the time of the inspection.

Management summary

The provision meets the section standard and frequently exceeds it. Particular strengths were noted in staff management and student administration. The family ownership and management of the school operate very effectively to the benefit of students and staff. In addition, certain aspects of the school's publicity exceeded the required standard. Communications are very efficient and attention is given to the need for all staff to be well-informed and share ideas. There are arrangements for the development of all staff which enhance their professional expertise and benefit course delivery. Quality assurance policies and procedures are in place and the school reviews its systems and procedures.

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

Comments

R1 Classrooms are large and spacious and easily accommodate the maximum group size of 12 students. The gardens are attractively designed and well maintained and there is sufficient external seating space and social areas for students to relax during breaks.

R2 The premises are in a very good state of repair and the decoration is attractive and appropriate to the style of the buildings and classrooms. This creates a harmonious atmosphere, conducive to teaching and learning.

R3 The classrooms are all very suitable. During a period of very hot weather standing floor fans had been provided. Upholstered chairs and good-sized tables mean students can study in a relaxed and comfortable manner.

R4 The recreational areas are all appropriately furnished and flexible depending on weather conditions. Lunch is provided for all students and there was evidence that menus had been adapted based on student requests. Students were in general positive about all the food provided during their stay.

R5 Signage is attractive and effective. Classrooms have a number of large notice boards where students mainly display the results of their project work. These were generous in size, well-maintained and presented a large number of very attractive displays which enhanced the learning environment.

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 Learning technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" 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 The general programmes are mainly delivered through a range of course books which are issued to students in the form of class sets. Materials are selected based on their suitability for the length and objectives of the course and the age of the students. Materials are also researched and produced for the development of project work and to supplement the core texts in a systematic way.

R8 There is a well stocked resource room containing a large number of appropriate supplementary resources. These are organised by type and level, all stored in an accessible fashion. In addition, the DoS has produced a series of indexing sheets that link the content of the main course books' units to a variety of supplementary materials. This facilitates the sourcing of appropriate supplementary materials when building programmes of work. There are good facilities and resources for the production and reproduction of materials.

R9 There is a range of available and appropriate technology including laptop computers, which enhances the delivery of the course. Wi-Fi facilities are available for students and provide access to online resources for teachers as required.

R12 Teachers are asked to provide feedback on the resources they use and make recommendations for further acquisitions. There was evidence that decisions about the choice of course book are made as a result of a systematic review of the previous years' material and how best to meet the needs of returning students.

Resources and environment summary

The provision meets the section standard and exceeds it in several areas. Particular strengths were noted in the quality and upkeep of the premises, the classroom areas, the signage and classroom displays and the systematic cross-referencing of supplementary materials to the main course book units. The school's general environment supports and enhances the studies of students and the work of staff. The classrooms are of a good size and are attractively and comfortably furnished. The students' recreational and eating areas are also pleasantly furnished. Students and teachers have access to appropriate technology and the teaching and learning is well resourced overall. There is a professional environment for staff and for students which is enhanced by attractive displays and very well-maintained premises.

Teaching and learning

Academic staff qualifications

Profile at inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	2
Certificate-level ELT/TESOL qualification (TEFLI)	10
Diploma-level ELT/TESOL qualification (TEFLQ) + qualified teacher status (QTS)	
Certificate-level ELT/TESOL qualification (TEFLI) + qualified teacher status (QTS)	2
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	1
Total	15

These figures exclude the academic manager(s)

Comments

Two of the TEFLI teachers are studying for Diploma level qualifications.

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T2 One teacher had a TEFL certificate that does not meet Scheme requirements.

T3 The rationale for this teacher without an appropriate ELT qualification was accepted within the context of this inspection.

T4 The academic manager has worked for the school for many years and is a full time employee. As the main programmes are only organised during the summer months the school allocates considerable time to staff recruitment, course planning and the acquisition and development of suitable resources.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T7 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T8 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T10 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T12 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T7 There is a policy which assists with the assignment of teachers to courses and evidence of its systematic implementation was noted. Each class has two teachers. The main teacher concentrates on the course book for up to two lessons a day and liaises with the second teacher who mainly works with supplementary or additional materials during one lesson. This pairing may be maintained with other classes with the roles reversed. Often a returning teacher is paired with a new member of staff to offer support as appropriate.

T8 The timetabling is carried out systematically based on the course structure and the allocation of different teachers to each class. Students and teachers both found the system efficient and effective.

T9 There are suitable systems in place to provide cover for absent teachers and minimise the disruption to students.

T10 There is a clear policy on how to manage continuous enrolment and there was evidence of its implementation. Teachers are also provided with tips on how to integrate new students into their existing classes. They are also required to evaluate new students' oral proficiency each Monday to ensure that students have been placed in the correct class.

T11 There are formalised arrangements to ensure appropriate guidance and support for teachers. After the initial induction, the weekly teachers' meetings offer the opportunity to share ideas to optimise course delivery.

The academic manager is regularly available to provide assistance and support on an ad hoc basis. The teachers confirmed that this on-going support enhanced the quality of their teaching.

T12 All teachers are observed in the first week of their teaching with follow-up observations taking place as required. Observation feedback notes were seen on file although points to consider were not always linked systematically to plans of action for improvement. Some peer observation takes place although informally. Teachers found the face-to-face discussion of their teaching with the DoS to be the most useful part of their feedback.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T13 Course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T17 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T18 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T13 The course design is based on the principle that summer junior programmes should build the confidence of students by activating the English they have already acquired in their own countries. The course uses modern published materials as their main resource which all reflect developments in the ELT profession. As appropriate the course book's core units are supplemented to extend their language content and skills focus. In addition, extended role plays or tasks such as film-making, community-based projects, radio/TV programme making and magazine production may form part of the general course.

T14 Course design is regularly reviewed depending on the changing needs of students and evaluations of the teachers. Teachers provide feedback at their weekly meetings.

T15 There is a brief summary of each day's planned course content which is written on the board every day.

T16 The course structure is described in writing for teachers' guidance. There is a scheduled session every Friday afternoon for each pair of teachers to plan their lessons for the following week. This is led by the main teacher. Lesson planning and classroom delivery are related to the course design and teachers are required to provide a written scheme of work each week, which is monitored by the academic manager. Teachers reported that this procedure developed them professionally and produced more coherent schemes of work.

T17 Students are given study tips in their pre-arrival pack on maximising their learning whilst studying at the school. Students are encouraged to produce a daily journal where they reflect on their stay and practise language used in class. This is monitored in a systematic way by class teachers who suggest additional study and learning strategies.

T18 All students are involved with projects that systematically include strategies which ensure that they develop their language skills outside the classroom. This may involve carrying out surveys with members of the public and homestay hosts or answering sets of questions by researching specific environments such as a local museum. Class time is allocated for the setting up of these projects and there is always follow-up in the form of the production of posters which are then displayed in the classrooms.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T19 Placement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T21 Examination guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T22 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T23 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T19 All students take a written placement test and their speaking and listening skills are monitored during their first class on Monday afternoons. Students at the focus groups reported that they had been accurately placed at the right level.

T20 As the average length of stay is short with a strong focus on speaking and listening skills, there are no written tests during the course. However, one lesson of the week is allocated for a review when students' understanding and use of the week's target language is monitored. Their overall progress is noted on the final course report when teachers describe their performance in the different language skills.

T23 All students receive a very detailed written report at the end of their course which states their language level based on the CEFR scale. Ratings of their different language skills are given as well as comments on their application to study and on the progress they have made during their course.

Classroom observation record

Number of teachers seen	15
Number of observations	15
Parts of programme(s) observed	All

Comments

One inspector accompanied a class of students to Exeter museum during a project lesson where students were asked to answer a range of questions about the displays. Classroom preparation notes were also noted.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T25 Lesson planning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherence	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Resource management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Feedback and correction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T31 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T32 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T25 Lesson objectives were expressed clearly as communicative learner outcomes and planning was detailed. Aims were written on the white board to provide a clear focus. Teachers often highlighted what they were looking for on the board to confirm the lesson's aims had been met. There was a direct relationship between the lesson plans and the related programme of work. Lesson objectives mostly met the needs of the students in terms of level and content. However, on one or two occasions lesson content was not sufficiently challenging or appropriate.

T26 Lessons progressed logically and moved smoothly between the different phases. There were references to previous lessons which underlined the coherence of the course. In addition, the main teachers referred to the work that the second teacher would do and how this related to the content of the current lesson. Teachers' signposting of

teaching phases assisted learners in following the progress of the lesson. On occasion, inappropriate pacing of activities made the lessons less coherent.

T27 A range of appropriate teaching and learning techniques was used to achieve the course objectives. Teachers promoted student engagement through appropriate elicitation techniques and concept checking. However, more work could have been done on personalising and extending the lesson content by encouraging students to communicate more about their own experience.

T28 A selection of resources was used to facilitate learning. Whiteboards were used very effectively and additional resources were used to enhance the lessons. Published materials were used selectively and appropriately and many teachers distributed prompts and questions on small cards to promote interest and student engagement. The poster displays on the classroom boards not only resulted in an attractive environment but reminded students of the work that they had covered.

T29 Teachers demonstrated a sound knowledge of the linguistic systems of English and presented good models for the different class levels being taught.

T30 Some appropriate correction techniques were observed, including prompted self-correction. Some teachers monitored small group work and then asked students to correct errors when writing them on the white-board. Praising was used to motivate students. However, there was insufficient correction overall and in particular of pronunciation errors.

T31 Teachers mainly had an engaging and authoritative classroom presence. Instructions were usually clear and time limits were often appropriately set for classroom activities. However, on occasion activities were not set up very clearly and sometimes the balance between teacher talking time and student interaction was inappropriate.

T32 Detailed written class profiles revealed that teachers were clearly aware of the individual needs of the students in their classes. There was evidence of teachers differentiating between the different learning needs of their students. There was a very positive atmosphere in the majority of segments observed, which were also characterised by good humour and productive student interaction.

Classroom observation summary

The teaching observed met the requirements of the Scheme. Particular strengths were noted in lesson planning and coherence and in the individual profiling of students. The majority of classes observed were good. Lessons were planned well and classroom activities were coherent and purposeful. Teachers had a good presence in the classroom and managed their classes well. Techniques were varied and appropriate, with a number of resources being used to enhance learning. There was a very positive learning atmosphere in the majority of classes, and students spoke enthusiastically about their teachers. Overall there was insufficient correction of students' errors in spoken English.

Teaching and learning summary

The provision meets the section standard and sometimes exceeds it with particular strengths being noted in academic management and course design. Teachers were appropriately qualified for the successful delivery of the courses. Lesson planning and coherence were strengths as well as the very positive atmosphere in the classrooms and the attention given to individual student needs. Students' progress is monitored systematically and programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security	<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 type="checkbox"/>	<input type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 Policy documents for students and staff are comprehensive and clearly written. There are thorough procedures in place that are displayed throughout the school, in handbooks and that are part of staff and

student induction. Risk assessments are rigorous and before each activity staff are required to sign that they have read the appropriate documentation and are aware of the procedures that must be followed and of their responsibilities. All students are taken to the centre of Exeter and shown where to get the bus to their host family as part of the induction process. There is a daily 'Junior Teens' Club' that requires all 12 and 13 year old students to declare if they want to go into the centre of Exeter and if so, they are paired up and briefed. A member of staff goes with them into town and there is a meeting point scheduled every hour to check on them. A member of the social staff is on duty in the town every evening until 21.45 to check on students and to ensure that they get their bus home at the appropriate time. 12 and 13 year olds must be home by 20.30 and older teens by 22.00. The principal, the accommodation and welfare officer, and the director of studies all have a level 1 Safeguarding qualification and the assistant principal has level 3. In addition to the aforementioned staff, all social organisers are first aid trained and if necessary, their training is funded by the school.

W2 There is a very strong family ethos in the school that involves all staff taking responsibility for student welfare. This includes the social organisers, who meet each day with the assistant principal to identify and seek out any student who may be in need of special attention and care. Students with special needs are identified to staff as part of the activities and leisure programme briefing. During the focus groups, students expressed that they felt very well cared for.

W4 The school has a clear policy for dealing with abusive behaviour that is publicised on noticeboards, in staff and student handbooks and in publicity to parents.

W5 Students are given an emergency contact card at induction.

W6 The school has a comprehensive airport pickup system that operates from Exeter, Bristol and Heathrow airports and that is undertaken by the social organisers. Briefing instructions to them and to the students are comprehensive and include advice on what to do in the event of a delay or a problem.

W7 All items of advice appropriate to 12-18 year olds are well publicised throughout the school, form part of the pre-arrival and induction information and appear in student handbooks.

Accommodation profile

Number of students in each at the time of inspection (include all students) 146			Total seen by inspectors
Types of accommodation	Adults	Under 18s	
Arranged by provider/agency			
Homestay		146	4
Private home			
Home tuition			
Residential (student houses, halls or hostels)			
Hotel/guesthouse			
Independent self-catering			
Arranged by student/family/guardian			
<i>Students own arrangements</i>	Privately rented rooms	N/a	
Comments			

The school only offers homestay accommodation and has its own list of homestay providers. Most providers are within walking distance or a short bus ride from the school. Accommodation is on a half-board basis from Monday to Friday with full-board on Saturdays and Sundays. Lunch from Monday to Friday (usually 3 packed lunches and two barbecues) is provided by the school, so accommodation is on a full-board basis. Students also receive a packed lunch on Saturdays and on their departure day.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 The four homestays that were visited were all clean and offered a high standard of accommodation.

W11 Re-inspection dates were evidenced on the accommodation database and the hosts that were visited all confirmed that they had been re-inspected on the date indicated.

W12 Accommodation records were full and detailed information from student feedback had been inserted for reference.

W13 Information to students and to hosts is very comprehensive, accurate and appropriate. Communication processes and procedures between the host families visited and the welfare and accommodation officer appeared to be excellent and all expressed that the school was very helpful and supportive.

W14 Students feed back on their accommodation in the first week so that the accommodation officer can respond quickly to any issues. Student satisfaction with accommodation forms part of the final feedback questionnaire and any actions taken as a result of student comments are indicated on the forms by the accommodation officer and then transferred to the database. All students in the focus groups stated that they were happy with their homestays and the three group leaders also endorsed this.

Accommodation: homestay and private home

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 Declarations (under 18s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W19 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W22 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W17 Systems are robust and in addition to undergoing CBR/DBS checks, the school requires all homestay providers to submit the names of two referees that the school then contacts to provide a reference.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W23 Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W24 Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W25 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W26 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
W27 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

W28 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W30 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W27 The school provides an extensive and varied programme of excursions, sports and recreational activities and students are given information about the places they visit and encouraged to write about them in their journals.

There is an optional visit to London that requires an additional fee of £50 but this information is well documented in the publicity. The London trips are led by the principal and/or the deputy principal depending upon student numbers. W28 The school provides a rich programme of leisure activities that takes into account the interests and ages of the student cohort. The programme is responsive to weather conditions and this was witnessed by the inspection team during the visit.

W29 All activities are covered by the thorough health and safety procedures in place throughout the school and full risk assessments for all activities were evidenced. Staff are given a thorough briefing before each activity and clear instructions are provided to the tour leader and each bus leader. Homestay hosts are required to pick students up from the weekly disco.

W30 The school organises football activities and these are run by a member of staff who is a trained coach. Kayaking, and wall-climbing activities are also directed by trained staff and all of the social organisers are first aid trained.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
W31 Accommodation and meals provided	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W32 Inclusive leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W33 Activities supervision ratio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W34 Student rules	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W35 Supervision information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W36 Host awareness	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W37 Responsible adult	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W38 Age-segregated accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W39 Residential supervision ratio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W40 Contact number for parent	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W41 Contact number for provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W42 Group leaders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W37 The school is working with Devon Social Services Fostering Team on safeguarding for any under 16 students who are staying for four weeks or longer. These students are visited by a member of the fostering team during the first week of their stay, and the process is well managed by the school.

Welfare and student services summary

The provision meets and in a number of aspects exceeds the section standard. Safety and safeguarding are a priority and providing a high level of care for all students is central to the family ethos of the school. This is evidenced both in the school's policies and procedures, in its extensive and clear information to students both prior to and on arrival and in the personal care and attention that the staff and the management team provide the students. Students receive a very thorough induction to the school and to the area and are well supported throughout their stay by systems that provide a quick response to any student problems or issues. A varied and flexible activities programme is provided to give students a rich social experience. A very personalised accommodation system supported by efficient and well monitored systems, works to the benefit of both the students and the host families.

