

Organisation name	Vacational Studies, Newbury
Inspection date	30–31 July 2019

<b>Section standards</b>	
<b>Management</b> The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
<b>Premises and resources</b> The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
<b>Welfare and student services</b> The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

<b>Recommendation</b>
We recommend continued accreditation.

<b>Summary statement</b>
<p>The British Council inspected and accredited Vacation Studies in July 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers residential vacation courses in general English for students aged 10–18.</p> <p>Strengths were noted in the areas of student administration, premises and facilities, learning resources, academic management, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Vacational Studies has been operating under the same ownership and management since 1973 and for many years at the Mary Hare School.

Students are largely recruited by word of mouth and by recommendation from former students and their parents. No bookings are made through agents and there are no group leaders. Many students are returners, some the children of former students. Many of the staff, especially those in the welfare and leisure team, are returners or former students. Each year UK reps, sixth-formers from an English independent school, are appointed to take part in the programme and interact with the students; there were three in 2019, a girl and two boys.

Students have lessons on six mornings per week when the main focus is on a film project, with the film produced by each class presented to the whole school at the end of the four-week course. Sports and social activities and excursions take place in the afternoons, evenings and on Sundays.

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

The inspection, by two inspectors, took place over one and a half days and one part-day. Meetings were held with the director, the course manager, the academic manager, the senior teacher, the matron, the senior sports and social organiser, activity leaders, UK reps and prefects and the Mary Hare facilities and estates manager. All teachers were observed. A focus group meeting was held with students and one with teachers. Inspectors observed some of the leisure activities and arrangements for lunch; they also sampled the mid-day meal. One inspector inspected the residential accommodation.

## Address of main site/head office

The Mary Hare School, Arlington Manor, Chieveley, Newbury RG14 3BQ

## Description of sites visited

The Mary Hare Grammar School is a boarding school for the deaf. During the four weeks of the course Vacation Studies has use of the school premises, grounds, playing fields and facilities, including an indoor swimming pool. The school buildings are set in grounds three miles north of Newbury. In the main building Vacation Studies has use of a large entrance hall, with soft seating, a number of large rooms used for offices, a small common room that can also be used if children are feeling unwell, and a large conservatory which is used as a common room. The nearby teaching block has up to 20 classrooms and quiet study areas, a large hall and a gym. A cafeteria is housed in a separate building. There are a number of residential houses; three were being used by Vacation Studies in 2019.

Staff from the Mary Hare school continue to work and live on site, and the Arlington Arts Centre on the campus is used by members of the public for events. Some events at the centre are attended by Vacation Studies students.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

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

## Management profile

The director is personally responsible for statutory compliance, staff recruitment, publicity, student enrolments and liaison with Mary Hare School staff. He line manages all staff working for Vocational Studies. The teachers report to the DoS for any teaching-related matters and the activity staff to the senior sports and social organiser for any sports and activity-related matters. All staff report to the director for all other matters.

## Accommodation profile

The school offers residential accommodation with all students and staff living on site. Accommodation is provided in six dormitories, with separate houses for boys and girls. All dormitories are within the central complex of the school.

Each block has its own secure key-pad entry system and common room. Bedrooms are singles, twins, and triples. Bathrooms are communal. Students are placed in the residences by age.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. Staff are managed well and there are clear channels of communication. Staff and student feedback is used to good effect to ensure the quality of provision, although formal initial feedback is not collected from students. Staff are well supported and receive appropriate continuing development. Administration systems are efficient and effective. Publicity is clear and accurate. *Student administration* is an area of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are attractive, spacious and well-equipped, providing a comfortable environment for study and relaxation. There are ample, highly appropriate learning resources available to staff and students. *Premises and facilities* and *Learning resources* are areas of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. Teachers receive very good guidance and support from a well-qualified academic management team. The course is appropriate for the needs of students on a summer programme. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school provides its students with appropriate pastoral care and measures for security are in place. The information students and parents receive is clear. Students benefit from excellent resources for a well-managed leisure programme. Accommodation is suitable but systems in place for identifying problems are not sufficiently rigorous. *Leisure opportunities* is an area of strength.

### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school, the leisure activities, and accommodation. However, arrangements for the supervision and safety of students during scheduled lessons are not always adhered to.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength

M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Not met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

#### Comments

M3 A very clear structure is in place to ensure the effective running of the operation. A large number of staff have worked with the school for many years and know the organisation and what is expected of them, very well. Team members are able to cover for each other should the need arise; there are never gaps in the continuity of provision. M5 Student feedback is sought both formally and informally in a number of ways: mid- and end-of-course questionnaires and regular, minuted student council meetings with the director. However, initial feedback is not collected or recorded formally in any way and end-of-course feedback does not ask specifically about accommodation.

<b>Staff management and development</b>	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

#### Comments

M12 Staff are monitored both formally and informally. The academic manager observes all teachers formally as well as regular pop-in observations. Managers give feedback to the director on the performance of the staff in their teams, with recommendations for further employment or for promotion if appropriate. M13 Good procedures are in place to ensure that opportunities for continuing professional development (CPD) are offered in this short summer course. In-house training sessions are organised by the academic manager for teaching staff, and there is some support for staff to further their qualifications. All staff receive first aid and safeguarding training at the time of induction. The apprentice scheme ensures that participants are well trained for future posts.

<b>Student administration</b>	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength

M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met
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### Comments

M14 There is a great deal of highly personalised contact with parents and guardians, ensuring excellent customer service. Many of the parents and guardians were themselves students of the school and are repeat customers. It was evident that staff and students alike treat each other with courtesy and respect as part of the philosophy and ethos of the school.

M15 All enquiries and enrolments are dealt with personally by the director, which ensures that parents and students have very clear information about the kind of course and educational experience being offered. Information about how children are progressing is sent to parents during the course, and there is follow-up after the course ends. Prospective parents are also encouraged to contact parents whose children have attended Vocational Studies courses in the past to get an impartial view on the school and the experience.

M16 Cancellation and refund policies are stated clearly on the website and in all information given to parents and guardians. The many repeat customers are evidence of parental satisfaction with the ease and straightforward nature of the booking process, and with what the school offers. The school has never received any complaints.

M20 A simple but very clear procedure is in place informing students and parents of actions that might result in a student being asked to leave the course. Students and parents are asked to sign that they have read and understood these conditions, and they are reinforced at induction.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Strength
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

### Comments

The main medium of publicity is the website.

M22 The website gives a very clear and realistic picture about the kind of provision offered and what students can expect from the experience. Original copies of testimonials from former students and parents were seen. The school relies heavily on word-of-mouth recommendation and repeat customers; the views of satisfied customers are used to good effect on the website.

M23 Information is very well written in accurate English. The language used is clear, plain and accessible in all areas.

## Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Strength

### Comments

P1 Staff and students enjoy a very comfortable environment for living and studying. The grounds and buildings of the Mary Hare school are spacious, extremely well maintained and of a very high standard.

P3 There are many comfortable relaxation areas for students throughout the school, both inside the buildings and in the grounds.

P4 Free drinking water is available in all school buildings. Students are provided with all their meals in the spacious cafeteria, where a range of very good food with different options to suit all diets is offered.

P6 Staff have access to three comfortable staffrooms, all with plenty of workspace and comfortable seating areas. They have their own kitchen area for hot drinks and the preparation of snacks.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

P7 Students benefit from a very good selection of appropriate learning resources. There is an extensive range of materials, custom-made to respond to the learning needs of students. When project work reveals gaps in students' knowledge, additional materials are created to further support students and give additional practice in specific areas.

P8 Staff have access to an impressive bank of in-house materials stored in a web-based application, as well as a good range of books and photocopiable materials to draw on. Teachers are given a laptop for their own use and there is ample access to printers and photocopiers.

P9 All classrooms are very well equipped with interactive whiteboards (IWBs), data projection and audio-visual internet access, as well as whiteboards and flip charts. Staff from the Mary Hare school are always available to help with any technical issues and the academic manager is able to provide support for teachers in the use of new technologies if needed.

#### Teaching and learning

Academic staff profile	Area of strength
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

#### Comments

T1 One of the teachers working at the time of the inspection does not have a Level 6 qualification. A rationale was presented which showed that this teacher has had appropriate engagement with post-school learning. The rationale was accepted within the context of this inspection.

T2 One teacher does not have a TEFL qualification that meets Scheme requirements. A rationale was presented and accepted in the context of this inspection. The teacher has appropriate ELT experience and the academic manager provides good support.

T4 Both academic managers are TEFLQ with a great deal of summer school management experience at this centre, as well as wide-ranging TEFL experience in a variety of contexts.

Academic management	Area of strength
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T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

#### Comments

T7 Cover arrangements are built in to the overall design and creation of the course. There are sufficient numbers of staff to ensure that cover is always available. This was seen to be working well at the time of the inspection.

T9 A great deal of support is provided by the academic management team including daily meetings, buddying of newer teachers, lesson plans and materials being provided for teachers. Teachers in the focus group spoke very highly of the support offered.

T10 Teachers expressed appreciation of both the full and pop-in observations and of the developmental feedback with areas to work on that follow them. Topics for CPD sessions are selected from areas for development identified in observations.

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

#### Comments

T11 The course design is very clear and principled. It is structured around a film project which is completed over a four-week period. There are clear guidelines and materials for teachers about the staging of this project, and they are encouraged to allow as much student input as possible. Areas for language development identified in the project sessions form the basis for the class content of the other lessons. Examinations are also offered and exam preparation is built in to the content of the general English lessons.

T12 The course is reviewed each year taking staff and student feedback into account. A teachers' meeting takes place at the end of the course and areas for development are identified. Planning for the following year starts immediately.

<b>Learner management</b>	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met

T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength
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**Comments**

T22 Specialist advice is freely available to students wishing to progress to mainstream education in the UK.

**Classroom observation record**

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	General English and exam preparation classes.

**Comments**

One academic manager was teaching during the week of the inspection but not on the days of the visit. The second academic manger is included in the these numbers.

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Not met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

**Comments**

T23 Almost all teachers demonstrated a sound knowledge of the use of English and provided clear and relevant spoken and written models. In a limited number of cases, teachers gave confusing explanations of grammar and accepted incorrect answers.

T24 In the majority of the lesson plans seen there were no class profiles and no information about the learning needs of the students. It was difficult to see how the learning needs of individual students, particularly younger learners, had been taken into account.

T25 In some segments seen teachers expressed lesson aims rather than clear learning outcomes. In the stronger segments, a coherent sequence of activities leading to specific learning outcomes was evident, though it was not always clear how these outcomes were shared with students.

T26 A range of teaching techniques was seen, including nomination, elicitation, good prompting and concept checking questions. In weaker segments there were examples of an over-reliance on teacher explanation and a heavy focus on grammar, which resulted in teachers talking too much and not allowing sufficient space for students to contribute.

T27 In all classes seen teachers used IWBs competently, sometimes encouraging students to get out of their seats and work at the board. In the stronger segments, whiteboard work was clear with relevant examples. In weaker classes whiteboard work was unclear with new vocabulary written up out of context and without parts of speech, making it difficult for students to record and learn from it.

T28 In stronger classes teachers monitored language well and gave positive and constructive feedback; there was evidence of some teachers preparing for delayed feedback. In other classes, error correction opportunities were regularly missed.

T29 In the better classes seen teachers included diagnostic activities to evaluate whether learning was taking place. In other classes teachers assumed that target language was new to learners, which was not always the case, so it was impossible to evaluate whether learning was in fact taking place.

T30 There was a good rapport in all classes. Students were mostly very engaged and there was a purposeful atmosphere. Teachers were encouraging and motivating and were able to create a positive learning environment.

**Classroom observation summary**

The teaching observed met the requirements of the Scheme and was judged overall as satisfactory. Teachers' knowledge of the language was generally sound, teaching techniques were good and a range of resources was used well. Feedback to students was mostly encouraging and constructive, and the atmosphere in all classes was very positive. However, learning outcomes were not shared consistently with students and in some classes there was little evidence of the learning needs of individual students being taken into account.

### Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met
Comments	
All criteria in this area are fully met.	

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Strength
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Not met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
W10 Good arrangements for cleaning and laundry are in place. Laundry is done three days per week and can also be done on request. Cleaning takes place five days a week.	
W13 Although problems appear to be dealt with swiftly, initial feedback is not collected and end-of-course feedback does not ask for comments on accommodation.	

Accommodation: homestay only	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a

W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
<b>Comments</b>	
None.	
<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
<b>Comments</b>	
None.	

<b>Leisure opportunities</b>	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength
<b>Comments</b>	
W24 A wide variety of age-appropriate activities are available. The leisure programme receives excellent feedback from the students.	
W25 The leisure programme is under the control of an experienced member of staff who has served at the school in various roles over the past four years. Activity staff commented positively on support and resources they receive. All activities and excursions are very well prepared.	
W27 Staff supervising sporting and leisure activities have good experience and training. All staff in the team have worked their way up from students, prefects, apprentices, and school representatives; meaning that each member has a minimum of three years' experience in the school. Shadowing programmes and informal on-the-job training also take place.	

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Not met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met
<b>Comments</b>	
The vast majority of students at the school are under 18. At inspection there were 142 students under the age of 18 enrolled, at peak this can rise to 145. No groups are accepted.	

S1 A comprehensive safeguarding policy is in place, which was created with expert input. The policy is reviewed on a yearly basis.

S5 Although many arrangements are in place for the safeguarding of students during scheduled lessons and activities, two 18 year-olds were found to be studying in classes with under 16s. The school produced a risk assessment for this during the inspection and has also changed its placement procedure to ensure this does not happen again, so this is no longer a point to be addressed.

### Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

### Comments

D1 The items sampled were satisfactory.

### Organisation profile

Inspection history	Dates/details
First inspection	1982
Last full inspection	2015
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	1973
Ownership	Name of company: Vacational Studies Company number: 1147578
Other accreditation/inspection	N/a

### Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection	N/a

### Student profile

	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	6	6
Full-time ELT (15+ hours per week) aged 16–17 years	50	46
Full-time ELT (15+ hours per week) aged under 16	92	99
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
<b>Overall total ELT/ESOL students shown above</b>	<b>148</b>	<b>151</b>
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	18	18
Junior programmes: predominant nationalities	Italian, Spanish, Norwegian	Italian, Spanish, Norwegian
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	9	13
Number teaching ELT 20 hours and over a week	9	
Number teaching ELT under 19 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	14	
Total number of support staff	20	

#### **Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	
One academic manager was teaching eight hours and one 15 hours during the week of the inspection.	

#### **Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	7
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	9
Comments	
None.	

#### **Accommodation profile**

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	6	142

Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	6	142
Overall total adults + under 18s	148	