Inspection report

Organisation name	St Edmund's College
Inspection date	7 - 9 August 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 *Declaration of legal and regulatory compliance*.	☒	☐
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.	☒	☐
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.	☒	☐
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.	☒	☐

Recommendation

We recommend continued accreditation.

Publishable statement

The British Council inspected and accredited St Edmund's College Summer School in August 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 private boarding school offers residential vacation courses in general English for under-18s.

Strengths were noted in the areas of staff management, student administration, quality assurance, publicity, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, teaching, care of students, leisure opportunities, and care of under-18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	1997
Last full inspection	August 2008
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	N/a
Other related non-accredited activities (in brief)	Year-round independent day and boarding school

Private Sector

Date of foundation	1568 for the main school; 1996 for junior vacation course.
Ownership	Charitable trust.
Other accreditation/inspection	ISI

Premises profile

Address of main site	Other site(s) inspected	Other site(s) used but not inspected
St Edmund's College Old Hall Green Herts SG11 1DS	None	None

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

The school is set in 450 acres of grounds and farmland. There are extensive well-maintained school buildings including a theatre, science laboratories, refectory, library, ICT suites and a fine chapel by the Victorian architect Pugin. Sports facilities include pitches, athletics track, tennis courts, indoor swimming pool and sports hall.

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)	151	154
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	11	3
Number on student visitor visas	0	0
Number on child visitor visas	73	50
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	132	135
Aged 16-17 years	19	19
Minimum age	9	9
Typical age range	10-16	10-16
Typical length of stay	3 weeks	3 weeks
Predominant nationalities	Bulgarian, Serbian, Spanish, Italian, Russian	Bulgarian, Serbian, Spanish, German, Russian

Staff profile	At inspection	At peak (organisation's estimate)
Total number of teachers on eligible ELT courses	12	13
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10-19 hours/week	6	
Number teaching ELT 20 hours and over/week	6	
Total number of additional support/ancillary staff	23	

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☐	☐	☐	☐	☐	☐
General ELT for juniors	☐	☐	☒	☒	☐	☐
English for academic purposes	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐	☐	☐
Teacher development	☐	☐	☐	☐	☐	☐
ESOL for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments

The Summer School is divided into three age groups: Junior School 9 - 12, Middle School 12 - 14 and Senior School 14 - 16. St Edmund's College also provides EFL support for its international students throughout the year but that provision is outside this accreditation of St Edmund's College Summer School.

Introduction

St Edmund's College is the oldest Catholic school in England. Its Summer School, which is an integral part of the College's operation, is open for six weeks in the summer holidays. It accepts children aged 9 to 16 from all countries and backgrounds. The Summer School is wholly residential: all students and most staff live on site and have full use of the school's extensive indoor and outdoor facilities. A high staff-to-student ratio is provided: during this inspection there was one member of staff to every 4.3 children.

Students may attend for the first or the second three-week block, or for the whole six weeks the Summer School is open. No other starting dates or length of stay are possible. Students sharing the same mother-tongue are limited to 10% of the total, groups with group leaders are not accepted and the proportion of individual to agent bookings is about 40:60. Publicity makes clear that students with a low level of English cannot be accepted. Around 30% of students and 50% of staff are 'returners' from previous years.

The Summer School director, a qualified teacher with extensive ELT management experience, was recruited by the headmaster in 1996 and has steadily developed the Summer School since then. She is part of the College senior leadership team and for the rest of the year is responsible, as international director, for the recruitment and management of the international students attending the year round school.

In 2012, the Summer School was not run because the College needed to use the summer holidays to carry out major refurbishment works on its roof and elsewhere. The inspection due in 2012 was therefore postponed to 2013.

This inspection took two inspectors two and a half days. They interviewed the director, academic and welfare managers, administrators and other key members of staff. They observed all the teachers at least once, and held meetings with the teachers, the residential welfare and leisure staff and groups of younger and older students. They inspected the premises and facilities, observed sports and activities and checked through the extensive documentation the school had prepared.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☒	☒	☐
M3 Duties specified	☐	☒	N/a	☒	
M4 Communication	☐	☒	☒	☒	☐
M5 Human resources policies	☐	☒	☒	☒	
M6 Recruitment (under 18s)	☐	☒	N/a	☐	☐
M7 Declarations (under 18s)	☐	☒	N/a	☒	☐
M8 Induction procedures	☐	☒	☒	☒	
M9 Monitoring staff performance	☐	☒	☐	☐	
M10 Professional development	☐	☒	☒	☒	

Comments

M2 The management structure is clear and well documented. Most of the administrative and support staff work for St Edmund's College throughout the year. Positive steps are taken to ensure continuity of ELT management and staffing. Staffing levels are generous. There are two teams of Summer School staff, academic and residential. The latter 'residential sports and activities assistants' are also each given responsibility as a 'house parent' for a small group of students in their boarding house. The children and colleagues refer to them as 'carers'. (For brevity, this report refers to them as 'residential assistants'.)
M3 There are clear up to date job descriptions although one or two job titles were not used consistently, for instance 'residential and recreational manager' and 'residential programme manager'. These were adjusted following the inspection.
M4 Excellent communications exist at all levels; for instance, residential and classroom 'talking times' are timetabled for students, and there are times for residential assistants and teachers to exchange information. Daily minuted meetings for the teachers and the residential assistants take place, and there are daily management meetings and regular meetings with St Edmund's headmaster and board of governors. The director has an 'open door policy' and is visible around the school throughout the day. Managers and staff have access to relevant areas of the school's computerised management information system.
M5 The school implements well-developed human resources policies and procedures. It benefits from the year-round school's systems, experience and HR staff including an in-house HR lawyer. Summer teachers and residential assistants who successfully introduce a new staff member to the school receive a small bonus payment.
M7 All staff are required to have a DBS (CRB) check.
M8 There is a very thorough full-day induction for all Summer School staff. It includes an unusual but sensible team-building exercise in which the residential and academic teams separately identify the qualities of best practice for their own team, then for the other team and finally compare their results. The induction day finishes with a dinner with the headmaster.
M10 All staff complete an online child protection course and, for those who want it, first-aid training. For teachers there is a programme of weekly hour-long INSET sessions on practical themes. (See also T11 below.) A procedure to provide all staff with regular feedback from their managers ensures their continuing professional development. Managers and key staff attend professional events by English UK and others, and in the last few years St Edmund's has invested in DELTM, OSM Certificate and DELTA courses for its permanent staff. The school's professional development policy is reviewed annually.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M11 Administrative staff and resources	☐	☒	☒	☒	
M12 Information on course choice	☐	☒	☐	☐	
M13 Enrolment procedures	☐	☒	☐	☐	
M14 Student records	☐	☒	☐	☐	
M15 Student attendance policy	☐	☒	☒	☒	
M16 Conditions and procedures	☐	☒	☒	☒	

Comments
M11 There is an administrative team of four, including a summer assistant, to ensure the volume of work is handled efficiently. Through the team's experience and the school's management information system, staff and clients have fast, easy access to a very good range of information relevant to their needs. For 2014 there are plans to invest in a purpose-built system for the Summer School to further improve information resources. M15 There are very effective procedures to make sure that every student's whereabouts, on and off campus, is known at all times. These include regular roll-calls and registers taken from first thing in the morning to last thing at night. M16 The conditions and procedures under which a student may be asked to leave the course are clearly and accessibly stated in the terms and conditions of enrolment and are repeated in the student and staff handbooks.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M17 Action plan	☐	☒	N/a	☐	☐
M18 Continuing improvement	☐	☒	☒	☒	
M19 Student feedback and action	☐	☒	☒	☒	☐
M20 Staff feedback and action	☐	☒	☒	☒	
M21 Complaints	☐	☒	☐	☒	☐

Comments
M18 There are daily meetings of staff to review progress and a daily log of significant events is maintained. At the end of every summer a self-assessment based on staff and student feedback is conducted, and leads to an annual action plan. That plan and the annual Summer School report are presented to the governors in the autumn. M19 The school gives high importance to student feedback. Timetabled corridor and classroom 'talking times' provide the management with valuable informal feedback. Feedback questionnaires, requiring students to rate quality in ten areas on a scale of one to five and inviting comment, are completed at course ends and the results are analysed and summarised by age-group. A 'student council' with representatives from each class meets the principal every week. M20 The daily teachers' meetings and a Week One questionnaire provide useful channels for feedback. Every Thursday teachers have a short one-to-one session with the DoS or ELT advisor to discuss their classes and any concerns. Finally, there is a two-way end of course structured appraisal. Results are recorded. M21 A very clear complaints procedure in accessible language, explaining the different channels available, is presented in the *Student Handbook*. This is reproduced in staff handbooks, with a further page devoted to the school's complaints policy.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M22 Accessible accurate language	☐	☒	☐	☒	
M23 Realistic expectations	☐	☒	☒	☒	
M24 Course description	☐	☒	☒	☒	
M25 Course information	☐	☒	N/a	☐	
M26 Cost	☐	☒	N/a	☒	
M27 Level of care	☐	☒	☐	☐	
M28 Accommodation	☐	☒	☐	☐	☐
M29 Leisure programme	☐	☒	☒	☒	☐
M30 Teacher descriptions	☐	☒	N/a	☐	☐
M31 Accreditation	☐	☒	N/a	☐	☐

Comments
M22 Web and paper based publicity is clear, accurate and accessible. The *Student Handbook*, available as a download or in paper form, forms an important part of the publicity. M23 Students confirmed that publicity raised entirely realistic expectations. There was 'no need to read between the lines'.

M24 Very clear, detailed and accessible descriptions of the course are presented in the S*tudent Handbook*.
M26 The price of the course is clearly stated and includes most transfers, theatre trips, horse riding, examinations if students choose to take them and so on. The lack of 'extras' is commendable. The inspectors commented that the terms and conditions could perhaps be expressed in simpler English and within days of the inspection a new, more accessible version was drafted.
M29 The leisure programme is described accurately and in detail in the S*tudent Handbook*, with a day by day schedule of the different excursions for the three age groups.

Management summary

The provision exceeds the section standard. The management of the Summer School operates efficiently to the benefit of its students and in accordance with its publicity. Staff management, student administration, quality assurance and publicity are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☒	☒	
R2 Condition of premises	☐	☒	☒	☒	
R3 Classrooms and learning areas	☐	☒	☐	☐	
R4 Student relaxation facilities	☐	☒	☒	☒	☐
R5 Signage and display	☐	☒	☐	☐	☐
R6 Staff room(s)	☐	☒	☒	☒	☐

Comments

R1 The school buildings and extensive external areas are attractive and provide ample space for students and staff.
R2 The premises and grounds are well-maintained, regularly cleaned and in a good state of repair.
R4 There are excellent facilities for relaxation. Students have comfortable common rooms in their boarding houses, and other areas in and around the school where they can relax or play. There is a large dining room where students and staff take their meals together. A good choice of food is presented from the school's modern kitchens. All meals are included in the cost of the course.
R6 Teachers have a comfortable staff common room for relaxation and a separate spacious room with ample desk space for meetings and the preparation of lessons.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	☐	☒	☒	☒	
R8 Resources for teachers	☐	☒	☒	☒	
R9 Learning technology	☐	☒	☒	☒	
R10 Self-access facilities	☐	☒	☐	☐	☐
R11 Library/self-access guidance	☐	☒	☒	☒	☐
R12 Review and development	☐	☒	☐	☐	

Comments

R7 Learning materials for students are drawn from a good selection of course books, authentic materials, IT and video resources and materials created in-house by teachers. But beyond these, the course recognises the value as a learning resource of the school outside the English language classroom, and the environment of England.
R8 As well as a good stock of paper-based and electronic ELT learning materials – course and skills books, posters, flash-cards, readers, in-house materials, dictionaries, videos, and VLE and online resources – teachers have access to a range of authentic materials, facilities and excursions which form part of the resources available to support their teaching. Photocopiers, including a colour copier, are available but a quota system of, on average, one copy per student per lesson is in place to encourage creativity and diversity of presentation.
R9 Teachers and students have access to an excellent provision of technology. There are two ICT suites for

teachers and students and a further one for teachers, all classrooms are equipped with interactive whiteboards, and there are two technicians on site who are available promptly to provide technical support.
R11 The large well-stocked school library, which includes a small selection of graded readers, is open to students every day before and after dinner. They have controlled access to the internet. All classes also have a guided session every week in the library and another in an ICT suite.

Resources and environment summary

The provision exceeds the section standard. The premises and facilities and learning resources are areas of strength.

Teaching and learning

Academic staff qualifications

Profile at inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	
Certificate-level ELT/TESOL qualification (TEFLI)	2
Diploma-level ELT/TESOL qualification (TEFLQ) + qualified teacher status (QTS)	1
Certificate-level ELT/TESOL qualification (TEFLI) + qualified teacher status (QTS)	6
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	3
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	
Total	12

These figures exclude the academic manager(s)

Comments
The teachers are appropriately qualified for the age of the students enrolled and are supported by an experienced well-qualified academic management team.

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☐	
T2 ELT/TESOL teacher qualifications	☐	☒	☐	☒	
T3 Rationales for teachers	☐	☐	N/a	☐	☒
T4 Profile of academic manager(s)	☐	☒	☒	☒	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒
T6 Qualifications verified	☐	☒	☒	☒	☐

Comments
T2 The ELT qualifications or qualified teacher status of all the teachers is appropriate to the ages and English language levels of the students the school enrols and results in a strong academic team. T4 There is a very strong academic management team consisting of the director of the Summer School, an ELT teaching and learning advisor and the director of studies (DoS). All three are diploma-level qualified and the director also has QTS. The ELT advisor, previously the DoS, advises and supports the present DoS and is responsible for the quality of teaching and learning on the course. He has a part-time contract and visits the school regularly. The DoS is in charge of day to day academic management and is line manager for the EFL and the ETOS (English through Other Subjects) teachers. There is also an academic director of studies ADoS who, although not part of the core academic management team, supports the DoS. She has QTS [MFL], DELTA and DELTM qualifications and teaches at the school year round.

T6 The procedure for checking teachers' qualifications and experience is thorough. Records are comprehensive and up to date. Three separate files for each teacher are maintained: 'Standard details', 'Professional development' (including observation records) and 'Confidential details', which includes references.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T7 Deployment of teachers	☐	☒	☒	☒	☐
T8 Timetabling	☐	☒	☐	☐	
T9 Cover for absent teachers	☐	☒	☐	☒	
T10 Continuous enrolment	☐	☐	☐	☐	☒
T11 Support for teachers	☐	☒	☒	☒	☐
T12 Observation and monitoring	☐	☒	☒	☒	☐

Comments

T7 The director and the ELT advisor together use their experience to decide how best to match teachers to the different age groups and levels.
T9 There are satisfactory arrangements for cover. Many of the residential assistants have QTS and if necessary the director and the DoS will teach.
T11 In line with the school's professional development policy, there is a thorough induction and then a programme of weekly INSET sessions on practical themes delivered by the ELT advisor, DoS or a specialist from outside. Teachers also have a weekly one-to-one meeting for advice and guidance from one of the academic management team.
T12 The DoS conducts informal drop-in observations with brief feedback afterwards and there is a formal observation by the EFL advisor or DoS at least once a course, with more structured feedback and a written report. Peer observation is encouraged and facilitated, usually with the DoS providing cover.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T13 Course design	☐	☒	☒	☒	
T14 Review of course design	☐	☒	☒	☒	
T15 Course descriptions	☐	☒	☒	☒	
T16 Course structure	☐	☒	☒	☒	☐
T17 Study and learning strategies	☐	☒	☒	☒	
T18 Linguistic benefit from UK	☐	☒	☒	☒	

Comments

T13 The course is based on the stated principle of student-centred task-based learning using the UK environment. The course aims to give the students 'confidence to continue their studies with strength and conviction' through 'interesting and challenging child-centred topics and activities'. There is an emphasis on the use of out of classroom activities and excursions to motivate students and provide structured opportunities to practice and develop their language skills. An excellent feature of the course is the afternoon ETOS (English Through Other Subjects) programme on four afternoons a week, with a wide choice of subjects as diverse as scuba diving, Shakespeare for beginners, ceramics and production of the school's weekly magazine. ETOS lessons may be taught by EFL teachers or other teachers or activity staff with, where necessary, EFL teacher support.
T14 The course structure is reviewed year by year by the academic management team, informed by feedback received from teachers and students. Examples of issues that the reviews have recently addressed include the need to avoid repeating topics for the sake of returning students and a reduction in the teachers' workload by releasing them from excursion duties on Saturdays.
T15 The course content is well-described in advance in the S*tudent Handbook* and in information downloadable from the website. Teachers post up a teaching plan in their classrooms at the start of every week. This tells their students in easily accessible language what 'we' – the class – will be doing in each lesson day by day.
T16 The course structure, including ETOS lessons, is clearly described in the teachers' *Syllabus and Guidelines for Course Design* and in the *Teachers' Handbook*. Its effective application is evident in lesson plans and teaching.
T17 Learner training is emphasised at induction and guidance is provided in the *Teachers' Handbook* and elsewhere. Independent learning is encouraged by the task-based course design and content and project work.

There is dictionary training and time spent introducing students to internet and library resources for research.
T18 Through excursions, which are well-exploited for their language opportunities before, during and after the event, through ETOS lessons and out of class activities, the course successfully integrates into its curriculum English language, culture and life.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T19 Placement	☐	☒	☒	☒	☐
T20 Monitoring students' progress	☐	☒	☒	☒	
T21 Examination guidance	☐	☒	☒	☒	☐
T22 Assessment criteria	☐	☐	☐	☐	☒
T23 Academic reports	☐	☒	☒	☒	
T24 Information on UK education	☐	☒	☐	☒	☐

Comments

T19 There is a thorough five-part placement procedure at the start of both courses. Academic and care staff are both involved in its administration so both teams of staff get an initial view of the new students' language levels. It includes listening, speaking, reading and writing tests, takes about two hours and reportedly produces reliable results.
T20 At the start of the course students carry out a simple self-assessment of their language strengths and needs. Thereafter, teachers give marks for various class exercises and activities and record these on the class progress mark-sheet, together with marks from a weekly Friday test, written by the teachers to check their students' progress.
T21 Students in the Middle and Senior School have the chance to take a City & Guilds ESOL examination at no extra cost. Expert guidance to candidates on which level to attempt (B1 to C2) has in past years resulted in excellent success rates.
T23 Each student receives a useful end of course report which describes the course curriculum, the learner's participation, progress and skills, gives advice for future study and ends with the teacher's comments.
T24 A number of Summer School students progress to St Edmund's or other independent schools in the UK. One ETOS option that students can choose in the afternoons is a British Schools Preparation Course which gives them practice in other subjects, especially mathematics and science.

Classroom observation record

Number of teachers seen	12
Number of observations	12
Parts of programme(s) observed	All

Comments

The number of observations noted above were in the mornings. In addition to the morning classes above, the inspectors observed short segments of ETOS lessons in digital art, food technology, football (a classroom lesson) and scuba diving, and British Schools Preparation Course lessons in science and maths.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T25 Lesson planning	☐	☒	☒	☒	
T26 Coherence	☐	☒	☐	☒	
T27 Teaching techniques	☐	☒	☒	☒	
T28 Resource management	☐	☒	☐	☒	
T29 Linguistic systems of English	☐	☒	☐	☒	
T30 Feedback and correction	☐	☒	☐	☒	
T31 Classroom management	☐	☒	☒	☒	
T32 Sensitivity and learning atmosphere	☐	☒	☒	☒	

Comments
T25 Lessons had in all cases been carefully planned. Excursions were used to develop vocabulary, writing skills and as a springboard to explore serious meaningful topics such as personal relationships and human qualities. Plans were accompanied by good student profiles which showed the teachers were aware of their students' personalities and language ability. Most lessons were topic based, interesting and challenging. T26 Lessons followed logical steps and included a number of different activities to maintain interest and motivation. T27 A range of teaching techniques appropriate to the age of the students was employed including 'warmers', games and competitions with the winners rewarded with a sticker. Some teachers elicited skilfully, and used nomination to include quieter students. There was some effective use of controlled oral practice and repetition. In ETOS lessons in particular, where teachers were not so familiar with their students, understanding was regularly checked. T28 The interactive whiteboard was employed well in several classes. For instance, photos from the previous day's excursion were exploited to practice past tenses and develop vocabulary. The school chapel organ, played by the music master, was used to stimulate discussion. When hand-outs were distributed, they were of good quality and distributed sparingly. Good use of authentic materials was made. Some dictionary practice and skilful work with audio and video clips was seen. On the conventional whiteboards, some boardwork was not well organised, one or two pens were weak and the use of colour was not always purposeful. T29 Teachers generally showed a sound knowledge of the linguistic systems of English. In a few lessons there was specific work on grammar and pronunciation. One or two teachers, however, did not listen carefully enough to their students and were thus unable to identify and deal with errors correctly. T30 Positive feedback was used well by some teachers to encourage weaker students, and several correction techniques such as delayed correction and group assessment were also seen. However, several teachers failed to intervene when some form of correction would have been helpful to the individual and to the whole group. T31 Most teachers managed their classes and learning activities well, varying whole class, group and pair work activities and altering pace to allow reflection. They gave their instructions clearly and checked they were understood. Many classroom activities required the children to move, which they did with enthusiasm. Few if any classrooms were static. When deadlines were set they were nearly always adhered to. T32 In all classes, the students were engaged and there was good rapport and a positive learning atmosphere.

Classroom observation summary

A good overall standard of teaching was observed and there were some excellent lessons. It was refreshing to see little use made of materials taken from published coursebooks. Instead, lessons were often based on students' own ideas and lives, including excursion, trips and activities in and around the school. Good use was also made of authentic materials and internet resources. Lessons were sometimes fun, usually challenging, always interesting and well-paced.

Teaching and learning summary

The provision exceeds the section standard. Teachers have appropriate qualifications for the age of the students they teach. They receive very good support from an experienced, well-qualified academic management team to ensure their teaching meets the needs of their students. The course is creatively designed and effectively delivered to make the most of the English speaking environment in which it is set. The teaching observed meets and exceeds the requirements of the Scheme. The academic staff profile, academic management, course design and implementation, learner management and teaching are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security	☐	☒	☒	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☒	☒	
W4 Dealing with abusive behaviour	☐	☒	☐	☐	
W5 Emergency contact number	☐	☒	N/a	☐	
W6 Transport and transfers	☐	☒	☒	☒	
W7 Advice	☐	☒	☒	☒	
W8 Medical and dental treatment	☐	☒	N/a	☒	

Comments
W1 The safety and security of students is the school's first priority, and to this end entrances to the buildings and most residential corridors are covered by CCTV, buildings and residential corridors can only be accessed using swipe cards, entrances to the college grounds all have car number plate readers, the more isolated infirmary has a video answerphone system, all recruiters have been through safe recruiting courses, all summer staff can receive first aid training as part of their induction, all staff complete online child protection training once contracts are signed and are trained to follow honed procedures clearly outlined in handbooks, which are models of their kind. Registers are taken regularly throughout the day by the residential assistants and teachers. Monitoring procedures are thorough and well implemented. W2 The level of pastoral care provided is impressive. Staff are carefully selected for their interest in and experience of working with young people; staff-to-student ratios are generous; all students remain with the same residential assistant/house parent throughout their stay, which provides them with valuable continuity; the school schedules 'corridor talking time' for residential assistants and students in the mornings and every evening. Students get to know the staff well because the residential assistants are also the activity leaders. Students spoke warmly of the friendliness and kindness of the entire staff. W3 The close supervision of students means that any unhappiness is picked up immediately and communicated through daily meetings of teachers and residential assistants. The nurse in charge of the infirmary is also part of this close knit team. W6 Transfers are organised by an experienced residential manager who trains teams of residential assistants to meet students at various airport terminals and accompany them to waiting coaches. Students are all required to arrive between 9.00 am and 5.00 pm on a set date at the start of each three week block. The system works very smoothly. If students, exceptionally, arrive outside these times, taxis are arranged. W7 The school provides a whole range of advice in advance of students' arrival. This includes what clothing to bring, guidelines on care of valuables and pocket money. Once at the school, students have a thorough induction, and before each activity and excursion specific advice from the risk assessments is repeated. W8 There is an on-site nurse available 24/7, with a second nurse employed to provide cover when she has time off.

Accommodation profile

Number of students in each at the time of inspection (include all students)			Total seen by inspectors
Types of accommodation	Adults	Under 18s	
Arranged by provider/agency			
Homestay			
Private home			
Home tuition			
Residential (student houses, halls or hostels)		151	all
Hotel/guesthouse			
Independent self-catering			
Arranged by student/family/guardian			
Please specify, e.g. staying with own family or in privately rented rooms/flats			

Comments
The school only houses students in its own residential accommodation, all on the upper floors above the main school premises.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☒	☒	☐
W10 Accommodation inspected first	☐	☒	☐	☐	☐
W11 Accommodation re-inspected	☐	☒	☐	☐	☐
W12 Accommodation registers	☐	☒	☐	☐	☐
W13 Information	☐	☒	☐	☐	☐

W14 Student feedback	☐	☒	☐	☐	☐
W15 Meals in homestay/residences	☐	☒	☒	☒	☐

Comments

W9 Students are all accommodated in twin study bedrooms with a sink and adequate drawers and hanging space for clothes. There are sufficient bathrooms and toilet facilities on every floor. Students are segregated by age (Juniors, Middle and Senior schools) and by sex. All share with a student of the same age but with a different first language. Two residential assistants are accommodated on each corridor. Every corridor has a comfortable common room where staff and students meet before classes and after evening activities.
W15 The catering is subcontracted to an organisation specialising in food for schools. It provides a very good selection of healthy, freshly prepared meals three times a day, and caters for special dietary requirements. Fresh fruit and drinks are available at break times in the refectory. As part of the weekly student council meeting, student representatives meet with the head chef to make suggestions and give feedback. There was a general consensus that the food was satisfactory, and staff and some students rated it more highly.

Accommodation: homestay and private home

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☐	N/a	☐	☒
W17 Declarations (under 18s)	☐	☐	N/a	☐	☒
W18 Rules, terms and conditions	☐	☐	☐	☐	☒
W19 Shared bedrooms	☐	☐	N/a	☐	☒
W20 Students' first language	☐	☐	N/a	☐	☒
W21 Language of communication	☐	☐	N/a	☐	☒
W22 Adult to welcome	☐	☐	N/a	☐	☒

Comments

None.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W23 Cleaning	☐	☒	☐	☐	☐
W24 Health	☐	☒	☒	☒	☐

Comments

W24 The school has a separate infirmary, with a comfortable waiting room, surgery, kitchen, accommodation for the resident nurse and two twin bedded sick bays complete with soft toys for students. There are separate bathrooms for boys and girls. The recording of any allergies and/or on-going use of medication was meticulous, and information was passed on to teaching and other staff. Records of every illness, however minor, and the treatment provided, are sent to parents at the end of the student's course.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W25 Information and support	☐	☐	☐	☐	☒
W26 Other accommodation	☐	☐	N/a	☐	☒

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W27 Events and activities	☐	☒	☒	☒	
W28 Leisure programmes	☐	☒	☒	☒	☐
W29 Health and safety	☐	☒	☒	☒	☐
W30 Responsible person	☐	☒	☒	☒	☐

Comments

W27 The entire programme is designed to enhance students' experience of being in the UK. The educational visits (see T13, T18) form the basis of many lessons, and the various activities cater for a broad range of interests. At weekends the trips are more focussed, but not exclusively, on sightseeing. Ten different trips are organised for each of three age groups every three weeks, and because many students are returners, 50 percent of these change every year. This summer, visits have included brass rubbing in St Martin's, the Sea life Aquarium, Woburn Safari Park, Thames river trips, Bletchley Park, Knebworth House, Buckingham Palace and the Royal Mews, Greenwich, the Cutty Sark and the Maritime Museum, the Emirates Cable car, Waltham Abbey, the London Fire Brigade and Wimbledon Tennis museums amongst many many others. Twice per course students are allowed some time for shopping in London's most popular malls.
The school offers facilities for scuba diving, lifesaving and water sports in its own heated indoor swimming pool; trampolining, Zumba dancing, discos, film evenings, arts and crafts in the sports hall, art room and theatre and bicycle rides around the grounds. Students use local facilities for golf, bowling, climbing and other activities not catered for on campus. The school provides an enormously rich and varied programme of activities suitable for the ages of the students enrolled.
W28 All activities are well organised by the two residential and recreational managers who coordinate two deputies and the team of residential assistants who lead activities. Three school minibuses with drivers take students and staff out on local outings, and a local coach company provides all other transport. The school has its own bicycles, and a whole range of sports and other equipment.
W29 The educational visits coordinator, a permanent member of St Edmund's staff, has produced detailed risk assessments for the various activities. These are working documents and are adapted following feedback.
W30 All activities are under the direction of a nominated responsible person with the relevant and appropriate qualifications. The residential assistants are specially selected on the basis of their educational qualifications, a career choice to work with young people, and their sporting and other qualifications. A small number were students themselves at St Edmund's. Several are qualified PE teachers and sports coaches, and many have first aid training in addition to the training provided during their induction. Between them they have a hugely impressive range of sports, coaching, fitness, music, drama, food technology and dance qualifications.

Care of under 18s

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

Comments
W31 All meals and break time snacks are included in the fees. W32 All activities are included in course fees, and the school's facilities are such that in poor weather attractive alternative activities are easily provided. W33 Including managers, deputies and residential assistants, there are 21 staff and two infirmary sisters who look after and take responsibility for the welfare of the students. Staff rotas ensure appropriate cover for all activities, and 'sweepers' check on attendance and patrol residences and the grounds to ensure all students are accounted for. W34 Students get very little unsupervised time. Outside classes, they attend all activities or can relax under supervision on the front lawn. There are very clear rules for students out on shopping trips and excursions. Younger students are always accompanied by residential assistants; older ones may have between 30 and 60 minutes shopping time in groups in clearly specified areas. W38 Student accommodation is grouped by age and sex, and there are set times when students return to their corridors for 'corridor talking time', and then go to bed. The Wi-Fi signal is switched off at night to ensure students do not use their personal devices after hours. W39 Two residential assistants have rooms on each corridor, and students are told who is on call. The on-site nurse is available 24/7 if problems arise.

Welfare and student services summary

The provision meets the section standard and exceeds it in many respects. The premises are designed as a year-round school for under 18s and the systems in place operate to the benefit of the summer school students. The school's welfare and pastoral care is of a very high standard. Residential assistants, who lead activities and act as house parents, have all been carefully chosen for their personal qualities and experience, and for their ability to contribute to the leisure programme. Everyone has specific skills and a genuine interest in their young charges. The accommodation systems are well organised, the social programme offered is particularly varied and interesting, and supervision ratios meet and in most cases exceed guidelines. Care of students, leisure opportunities and care of under 18s are areas of strength.

Points to be addressed

Management
None.

Resources and environment
None.

Teaching and learning
None.

Welfare and student services
None.