

Organisation name	Wimbledon School of English Junior Summer Centre, Hook, Hampshire
Inspection date	1–3 August 2018

Section standards	
Management 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
Premises and resources 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
Teaching and learning 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
Welfare and student services 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
Safeguarding under 18s 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

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited Wimbledon School of English Junior Summer Centre in August 2018. 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 www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers vacation courses for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, academic management, course design, care of students, accommodation, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Wimbledon School of English Junior Summer Centre (JSC) opened in July 2016 at the Lord Wandsworth College in Hampshire, offering vacation courses for students aged between 11 and 16. It is owned and run by the Wimbledon School of English, a well-established, family-owned school. Wimbledon School of English is a member of The English Network (TEN), which is a group of ten independent UK English language schools that offer each other mutual support and exchange of expertise.

The JSC was until recently included in the accreditation of the Wimbledon School's year-round and summer provision. From 1 April, at the school's request, the accreditation was split into a year-round accreditation and a separate accreditation for the summer centre. This inspection focused exclusively on the latter.

The centre manager is responsible for management of the JSC. He reports to the principal of the main school. He is assisted by the director of studies, the social activities manager and the head of welfare. Both he and the summer centre director of studies (DoS) have year-round roles at the main school as summer schools manager and assistant director of studies (ADoS) respectively. The head of welfare works year round for the Lord Wandsworth College.

The inspection lasted a total of two days. Inspectors spent an afternoon at the main school in Wimbledon in London looking at aspects of the JSC management. They spoke to the principal, the managing director, the operations director, the summer schools manager, the sales and groups manager and the digital marketing and communications officer. They also spoke to the main school DoS, the registrar, the accounts officer and the administrator responsible for the externally accredited examination that JSC students can sit. They then spent a day and a half at Lord Wandsworth College. They spoke to the centre manager, whom they had also met at Wimbledon, the DoS, the head of welfare, the social activities manager and the Lord Wandsworth College business manager. They spoke to two group leaders and to house parents. They held focus group meetings with teachers, activity leaders and two groups of students and observed activities. The inspectors observed all teachers timetabled during the inspection, and one inspector visited residential accommodation.

Address of main site/head office

Lord Wandsworth College, Long Sutton, Hook RG29 1TB

Description of sites visited

The JSC takes place at Lord Wandsworth College, a boarding school set in around 485 hectares in a rural location in Hampshire. Facilities used by the summer school include boarding houses, teaching accommodation, a dining hall (housed temporarily in a marquee during building works), a theatre and offices for staff. Summer school students also use sporting and recreational facilities including playing fields, tennis courts, sports halls and an indoor swimming pool. All teaching, accommodation and leisure activities, apart from excursions, are at this site, as is day-to-day administration and management. Pre-course enquiries, registration and fee payments, together with functions such as marketing and teacher recruitment, are dealt with at the Wimbledon School of English (41 Worple Road, London SW19 4JZ).

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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

Each week, students study 12 hours of general English, and a further six hours in a language skills workshop of their choice. Workshops offered at the time of inspection were British popular culture, film making and social media, the language of sport, debating and presentation, and junior journalist. A workshop preparing students to take an externally accredited examination in English was open to those at higher intermediate level and above; participants had the option of sitting the examination at the school in Wimbledon. Students could change workshops each week

if they wished.

Accommodation profile

All students at the summer centre are accommodated in boarding houses, a short walk from the classrooms and dining room. There are two houses for girls and one for boys. There are various room sizes, with the majority being single and twin rooms, and some accommodating up to five. Students share bathrooms and toilets with others living on the same corridor. In each house there is a common room, a sick room and a kitchen where students are provided with snacks in the evening. Each house is looked after by a house parent; teachers and activity leaders are also accommodated in the houses but have access to staff-only showers and toilets. Students have three meals a day in the dining room.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The summer centre is managed very effectively by the centre manager, with good oversight from the main school's principal and senior managers. The provision clearly operates to the benefit of all its students. *Strategic and quality management, Staff management, and Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The buildings, grounds and facilities are of a very high standard. There is a satisfactory range of teaching and learning resources. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. Teachers are appropriately qualified and well supported. Courses are designed well to meet the needs of the students. The teaching observed met the requirements of the Scheme. *Academic management and Course design* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security and pastoral care are well met, and they benefit from the support of a very committed and competent welfare team. Accommodation is very suitable and managed well. The activity programme is varied, appropriate and well organised. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is excellent provision for the safeguarding of students under the age of 18 in the summer school, in the leisure activities and in the accommodation. Well-trained and competent staff ensure students are safe and happy. *Safeguarding under 18s* is an area of strength.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
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.	Met
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.	Strength
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.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing	Strength

Report expires 31 March 2023

improvement. Appropriate action is taken and recorded in an annual self-evaluation.

Comments

M1 The organisation's mission statement, agreed in consultation with staff, clearly sets out its goals. Short texts setting out its educational purpose, and what it promises to students, are widely disseminated, accessible and clear. Senior managers have a very well-developed understanding of the ELT sector, and the potential impact of issues within it on the development of the JSC.

M2 Objectives for the future of the junior centre are very clear and realistic. They form a distinct but integral part of well-thought out plans for the wider organisation. Actions planned to realise these objectives are well specified, clearly identify who is responsible for their implementation and the timescales involved. Progress towards completion is carefully monitored and recorded.

M4 There is very wide range of highly effective formal and informal communications channels. The principal and centre manager speak regularly by phone and meet at the centre weekly. This contact, together with daily meetings of the centre management team, and briefing sessions from the DoS and activity manager with their respective teams, ensures all managers and staff are very well informed. Meetings between centre management and the Lord Wandsworth College business manager are also very frequent and productive.

M5 Collection and recording of formal feedback from students is very thorough and timely. Students regularly complete questionnaires at key points in their stay. Other, less formal, feedback arrangements, such as focus groups of students and informal feedback from students to house parents, are regular and effective. Feedback is collated rapidly and students' concerns dealt with promptly. For example, managers made changes to the daily schedule when students indicated they wanted more free time.

M6 The collection of staff's views of the provision is well established and effective. All staff complete feedback forms and take part in exit interviews at the end of their time at the centre. Their views help shape plans and actions for the following year's programme.

M7 Measures to review and improve all aspects of the provision are extremely thorough. They include routine consideration of feedback from staff, students and stakeholders such as group leaders and detailed end-of-course reports compiled by the course manager and the DoS. In addition, the organisation makes good use of external specialists when reviewing practice in areas such as safeguarding. The self-evaluation report for the junior centre is detailed, appropriately self critical and clearly referenced to Scheme criteria. There were no points to be addressed from the previous inspection.

Staff management and development	Area of strength
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.	Strength
M11 There are effective induction procedures for all staff.	Strength
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

M9 Managers' job descriptions are particularly comprehensive. They set out very clearly and in detail what is expected of the postholder in terms of their specific role.

M10 Recruitment procedures are thorough, well documented and in line with safer recruitment practice. All staff are interviewed before appointment either in person or online. Recruitment of managers for the summer centre is particularly effective.

M11 Detailed inductions take place over two days before the summer programme begins and prepare staff very well for their roles. Sessions covering important generic matters such as child protection and health and safety are followed by thorough, separate role-specific inductions for teachers, activity leaders and house parents. Checklists and post-induction quizzes are used well to ensure inductions are effective.

M12 Measures to monitor and appraise staff's performance are wide ranging. Staff working at the centre are all subject to a thorough appraisal. All teachers have a development goal agreed in an individual online discussion with the DoS before their contract begins. Procedures to deal with unsatisfactory performance and conduct are appropriate and well disseminated. They include support from the DoS where student feedback indicates concerns about a teacher's performance.

M13 Continuing professional development (CPD) of summer centre teachers is treated as a priority, both to enhance their practice in the summer, and to contribute to their longer-term career development. Weekly, informal CPD sessions are supplemented well by more formal sessions on areas the DoS identifies as key for the team.

Activity leaders and house parents receive good training on a regular basis, particularly in areas where they lack confidence, or where feedback from students or group leaders suggest a need.

Student administration	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.	Met
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.	Strength
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.	Strength

Comments

M14 Levels of customer service are high. Administration staff are skilled and experienced. Cover arrangements for staff absence are very effective. Feedback from group leaders confirmed that responses to enquiries are speedy and helpful.

M15 The centre provides a good level of pre-course information to parents and agents. Once their enrolment is complete, students receive a very good range of information to prepare them for their stay at the school. Teachers also provide students with advice during their course at tutorials.

M19 Policies on student punctuality and attendance are rigorous, appropriate and widely disseminated. Information given to students in their handbook explains very clearly what the policies are and how they help learning.

M20 Rules and disciplinary procedures which may ultimately result in a student having to leave the course are very clearly and simply explained at induction and in the student handbook. There is a clear and carefully staged process which allows ample time and opportunity for the student to improve their behaviour.

M21 The school's complaints procedure is appropriate and written very clearly and simply. Students all receive a copy in their induction pack. It is displayed widely on posters around the centre. It includes the option ultimately of recourse to an appropriate outside body.

Publicity	Area of strength
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.	Met
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 through dedicated pages on the Wimbledon School of English's website. A JSC brochure can be downloaded from the website. There are also social media pages for the summer centre.

M23 The website and brochure are written in very accessible plain English.

M24 Information on the courses is accurate and largely very clear. However, it does not distinguish well enough what students will learn at different levels.

M27 Descriptions of accommodation are accurate. Publicity makes it clear that students are likely to share a bedroom. However, there are inconsistencies between information in the brochure and on the website concerning the maximum number who may be accommodated in one bedroom.

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.	Strength
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.	Strength
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 Premises are of an excellent standard and very well maintained.

P2 Classrooms are spacious, quiet, have good natural light, and flexible furniture.

P3 Facilities are very good. Students have ample common areas for relaxation both in and outdoors. Free Wi-Fi is available in all locations.

P4 Dining facilities are spacious and well organised. There is a good range of wholesome food. Drinking fountains are located conveniently in areas that students use. House parents provide students with snacks such as toast when they return to their accommodation in the evening.

P5 Signage is good and ensures students and staff are able to navigate easily around the extensive school facilities and grounds. Signs with the JSC branding are used well to ensure facilities specific to the summer school are clearly indicated. Noticeboards are plentiful and used well to display a wide range of pertinent information.

P6 The teachers' room is spacious and suitably furnished. It has Wi-Fi and printers for teachers to use and offers ready access to learning resources. All teachers and most other staff are resident at the school and have ample facilities for relaxation.

Learning resources	Met
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.	Met
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 The syllabus is thematic rather than coursebook based. There is a very good range and quantity of up-to-date general ELT books and supporting materials for teachers to use in classes or when preparing lessons. These are supplemented well by links to online materials for young learners. However, the range of books and other materials expressly aimed at young learners is limited.

P8 Resources for teachers are good. All teachers are supplied with Wi-Fi enabled laptops, which link to the printers located in the teachers' room. Teachers regularly and usefully discuss and share learning materials. Resources are well organised.

P9 Education technology is up to date and in good condition. All classrooms are equipped with interactive whiteboards. Technical support on site is very good. A dedicated computer room is used regularly for groups of students preparing presentations.

Teaching and learning

Academic staff profile	Met
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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

T4 The academic manager is TEFLQ. She has extensive, relevant experience as a teacher and academic manager.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Strength
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

T6 Timetabling is very well managed. Timetables for the following week are displayed for teachers every Tuesday. The DoS speaks individually to teachers to highlight any changes in the make up of their classes, and to ensure they notify students where relevant.

T7 Cover arrangements are well established and highly appropriate. Short-term absences are covered by the DoS. If these are likely to be prolonged, a teacher is deployed from the main school.

T9 The DoS is very approachable and constantly available. Teachers commented very favourably on the breadth and quality of her support, as well as the mutual help they receive from each other.

T10 Arrangements to observe teachers are systematic and very effective. Each teacher is observed by the DoS in the first week of the course, and subsequently by the year-round DoS from the main school. Individual feedback from the DoS is pertinent, supportive and appropriately challenging. Themes that emerge are followed up in CPD sessions, and in appraisal meetings at the end of the course.

Course design and implementation	Area of strength
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.	Strength
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 Courses are designed well to meet the needs of summer centre students. Courses are based around a centre-wide weekly theme, rather than a coursebook, with comprehensive can-do syllabuses for each of the six levels the centre offers. Principles of course design are communicated clearly to teachers, and backed up effectively by written and informal guidance on course planning.

T12 Arrangements for review are systematic and thorough. Feedback from students and information from teachers

collected at exit interviews is subject to detailed analysis. The results are carefully collated and considered, and form part of the end-of-course report the DoS produces for senior managers.

T13 Students are kept well informed about what they are to learn in their classes and when. Weekly plans outlining clearly the main elements and outcomes to be covered are displayed on class noticeboards. A regularly updated copy of the relevant syllabus in each classroom usefully records the progress that the class is making.

Learner management	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.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T17 This criterion is met. Placement procedures are thorough, well planned and managed. Assessment covers all relevant areas. However, in some classes the range of ages was too broad.

T21 Students routinely receive a detailed report at the end of their course covering their academic progress and attainment in English, and other relevant matters, such as their behaviour.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	General English, language skills workshops

Comments

None.

Teaching: classroom observation	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.	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.	Met

Comments

T23 Teachers had a suitable grasp of English in use and its systems, although some occasionally showed weaknesses in their own pronunciation and intonation. There were examples of teachers using imaginative graphic methods to demonstrate aspects of grammar use. In some segments, there was no correction or teaching of pronunciation, despite others where helpful information such as stress marks and modelling was used effectively.

T24 The content of lessons was broadly suitable. It was based on topics of general interest to students and usefully drew on their own experience to some extent. Some lessons contained activities particularly appropriate for younger learners, such as poster making. At times the grammar focus of lessons did not appear to challenge students or to have been chosen to match students' needs.

T25 Aims of sessions were routinely shared with students at the start of lessons and written up on the whiteboard. The sequence of activities teachers had planned was usually logical, but activities in some lessons lasted too long to retain the interest of younger learners.

T26 Teachers put students into pairs or small groups, enabling productive discussion and collaborative working. They generally made good use of nomination and elicitation and in some segments used concept checking and prompting well. In some classes teachers challenged students to think about ideas and give real opinions, sometimes on quite sophisticated topics. However, when teachers asked students to define words, their questions were often too open ended for students to tackle. Teachers' subsequent explanations of these words were often too long and detailed.

T27 Teachers used paper-based materials competently. The reprographic quality of photocopies was variable and occasionally poor. Copies were from a range of different sources, but were rarely from materials specifically designed for young learners. Some teachers used electronic display to good effect, saving time and maintaining pace. However, often teachers did not position whiteboards where students could most easily see them even though they were movable.

T28 Teachers sometimes provided students with positive motivational feedback. In some segments, however, students received no real feedback.

T29 Most sessions included activities planned to check that students knew what the teachers had been teaching.

T30 Students were mainly engaged, and in most classes, there was a pleasant but sometimes subdued learning atmosphere. Teachers knew and used students' names consistently, contributing to a sense of group identity. The pace of activity was slow in some segments, and students were not consistently challenged or enthused. Teachers were successful in ensuring that learners behaved well.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was consistently satisfactory. Teachers had a suitable grasp of English in use and its systems. The content and sequencing of their lessons was broadly suitable. Teachers used an appropriately wide range of techniques, and made generally competent use of paper-based resources. However, teachers did not consistently give students enough feedback, or ensure that lesson content and activities always provided sufficient challenge to retain the interest of younger learners. Students were mainly engaged by their lessons and behaved well in all their classes.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Strength
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.	Strength
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.	Strength
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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

Comments

W1 A wide range of appropriate measures is in place to ensure the safety and security of students on the premises, including comprehensive and up-to-date risk assessments of the main buildings, boarding houses and sports facilities, as well as regular fire evacuation drills monitored by well-trained staff. Students, staff and visitors wear lanyards, and rigorous checking of students takes place from morning to night time. The boarding houses are secured at night.

W2 The school's critical incident plan is exemplary in terms of its scope and attention to detail. It is made known to staff in their handbook, to group leaders and, in terms of what to do in an emergency, to students at induction. The plan is updated annually.

W3 Students benefit from a very high level of pastoral care throughout their stay. The head of welfare, an experienced house mistress in the year-round school, and the house parents play key roles, but all staff prioritise

the well-being of the students. Daily meetings with the house parents, and tutorials with teachers, afford staff opportunities to identify any welfare concerns; these are monitored and any actions taken are logged.

W4 A policy and procedures for dealing with abusive behaviour are in place, written in accessible language for the students, and supported by posters in the classrooms. All staff complete relevant training. Tolerance and respect for others is very much part of the ethos of the school, and this is reinforced at induction and throughout the course.

W6 A very detailed pre-arrival document is sent when a student enrolls which contains comprehensive information about transfers. The school operates an efficient shuttle transfer from two London airports and can arrange private transfers outside the arrival times covered by this service.

W7 Students receive a wide range of relevant information about life in the UK in the pre-arrival document, in the welcome pack and induction. The welcome pack is written in accessible language and style, and makes very good use of visuals.

W8 Health care provision is excellent. Medical insurance is included in the course fees for every student. First aid provision is very good and there is a sick room in each boarding house. The head of welfare has extensive experience of dealing with health care issues year round and has good contacts with local medical services.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
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.	Strength
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.	Strength
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.	Strength

Comments

W9 The boarding house accommodation is of a good standard. Rooms are almost all of a generous size, with natural light, and all the required facilities. There is good Wi-Fi provision. Bathroom facilities are entirely satisfactory. Students spoke very positively about their accommodation.

W10 The boarding houses are all extremely clean. There is daily cleaning of rooms, common parts and kitchens. Laundry is done weekly, but a more frequent service is available if needed.

W11 There is rigorous checking of accommodation for safety and suitability by the host school before summer centre students arrive. During the course regular checks are carried out by the host school enterprises manager to identify any maintenance issues, as well as weekly checks by the head of welfare, with any issues reported and followed up promptly.

W13 The house parents are always on duty when students are in the boarding houses, and are very approachable. Their priority is to ensure that every student is safe and happy with their room. They deal with any issues very promptly, with the support of the head of welfare if necessary, and record action taken in the boarding house log book.

W15 The meals provided in the dining room are of a good standard, with vegetables, salad and fruit always available, and a range of special dietary requirements are catered for at no additional cost. The school liaises with the catering staff to ensure that feedback from students on the food is taken into account wherever possible.

<i>Accommodation: homestay only</i>	
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

Comments

All students are accommodated in the boarding houses on site.

<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

Comments

None.

Leisure opportunities	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.	Strength
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.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 Students have access to a varied and creative social programme, advertised by bright posters around the school. There is a choice of at least four options in each of the two daily afternoon slots, as well as two evening activities every day. Excursions to a range of places of interest are organised on Wednesdays – with a focus on language learning – and Saturdays, with an optional excursion on Sundays.

W24 The activities are designed to suit students in the different age groups and include a choice of sports every day, a wide range of arts and crafts, drama, cookery and a choir. Students spoke very positively about the leisure programme and enjoyed the variety of activities on offer.

W25 The programme is managed by a very engaging social activities manager, with a team of activity leaders, some of whom were returners. All spoke highly of their induction and ongoing support; there was evidence of commendable teamwork, with leaders planning activities together and sharing their experience. Excursions are well prepared and students are given information packs and maps. Leaders are briefed before every activity.

W26 Comprehensive risk assessments are drawn up for every activity, with attention paid to health and safety throughout, and are signed by activity staff. Staff are trained in how to respond to any emergency. There was evidence of particular attention having been paid to leading activities in the very hot weather being experienced.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	Strength
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.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
S7 There are suitable arrangements for the accommodation of students.	Strength
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

Comments

All the students at the summer school are under 18. Of the 69 enrolled at the time of the inspection, 62 were under 16 (youngest aged 11) and seven were aged 16 or 17.

S1 A comprehensive safeguarding policy is in place, drawn up for the junior courses with expert input, including from the experienced main school safeguarding team. The policy is underpinned by other health and safety policies and a code of conduct, and is reviewed and updated annually.

S2 The policy and its procedures are made known to all staff at induction sessions and by means of handbooks. A condensed version of the policy is given to group leaders and to the school's taxi company. Students are made aware through general safeguarding information in their welcome pack and at induction. The provision of training is good. All staff complete basic awareness training, and the centre manager, head of welfare and DoS have had training at specialist level.

S4 Recruitment is handled by the main school management team who have all completed safer recruitment training. Safer recruitment procedures are implemented rigorously in recruitment for all posts at the summer school.

S5 Arrangements for the supervision and safety of students are very good. Attendance in class, on activities and in the boarding houses is checked regularly and any absence followed up immediately. Staff are present at breaks and join students for meals in the dining room. Risk assessments for sports and excursions are in place and a ratio of 1:12 is maintained. Group leaders assist with their own student groups.

S6 Rules are made clear to students through the pre-arrival information sent to their parents, and through the welcome pack and students sign to say they understand the rules. Students are not allowed to leave the site without supervision. During free time staff are on duty in the grounds and in the hall where students relax. In the boarding houses house parents are always on duty when students are in the common room or kitchen, where snacks are provided in the evening, and overnight.

S7 The boarding house accommodation is entirely suitable. Younger students are allocated larger rooms sharing with others of the same age to encourage friendships and support. The house parents clearly play a key role in ensuring students are safe and happy and there was evidence of their very positive relationships with the students. Staff in the boarding houses are easily accessible at night if there are welfare issues.

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	2016 initial spot check
Last full inspection	N/a
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 by extension
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Wimbledon School of English
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	WSE 1964; WSE JSC 2016
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Ownership	Name of company: Wimbledon School of English Ltd Company number: 2595499
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	None
Details of any additional sites not in use at the time of the inspection	None

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	7	12
Full-time ELT (15+ hours per week) aged under 16	62	97
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	69	109
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	16	16
Junior programmes: predominant nationalities	Spanish, Italian, Russian	Brazilian, French, Italian
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

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	8
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	7	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	14	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
The academic manager is not scheduled to teach.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	7

Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	7
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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	69
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	69
Overall total adults + under 18s	69	