

Organisation name	Thames Valley Summer Schools, Windsor
Inspection date	15 - 18 July 2014

Section standard	Met	Not met
<b>Management:</b> The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Resources and environment:</b> The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Teaching and learning:</b> Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Welfare and student services:</b> The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Recommendation

We recommend continued accreditation.

### Publishable statement

The British Council inspected and accredited Thames Valley Summer Schools in July 2014. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/accreditation](http://www.britishcouncil.org/accreditation) for details).

This private language teaching organisation offers residential vacation courses in general English for under 18s.

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

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

## Organisation profile: Multicentre

### 1. Collated data for whole organisation (including eligible centres not inspected)

Inspection history	Dates/details
First inspection	1982
Last full inspection	July 2010
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	July 2013
Current accreditation status	Accredited
Other related schools / centres /affiliates	None
Other related non-accredited activities (in brief) at this centre	Parents Abroad, a company that provides guardianship for foreign students attending private schools in the UK.

#### Private Sector

Date of foundation	1974
Ownership	Private Company
Other accreditation/inspection	N/a

#### Premises profile

Address of HQ	13 Park Street, Windsor, SL4 1LU
Addresses of centres offering ELT at the time of the inspection	Epsom College, College Road, Epsom, Surrey KT17 4JQ Oundle School, The Bursary, Church Street, Oundle, Peterborough PE8 4GH Rugby School, Horton Crescent, Rugby, Warwickshire CV22 5DJ Sevenoaks School, Claridge House, High Street, Sevenoaks, Kent TN13 1HU
Addresses of any additional centres <b>not</b> open or offering ELT at the time of the inspection	N/a
For inspectors' use: profile of sites visited	<p>The head office is situated in a street opposite Windsor Castle. It consists of two rooms in the basement and two rooms on the second floor of a terraced building. One of the two second floor rooms, an open plan office, houses most of the office staff. The building is on a long-term lease which has already been renewed once before.</p> <p>At Oundle, the school has the use of the recently built junior school (Laxton Junior School) on the edge of the extensive Oundle School grounds. At the time of the inspection, the school was using six classrooms, an ICT room, a large teachers' room and office space, as well as the large sports hall, which doubles as a meetings room and as an area for parties and talent shows. At break times, students use a large play area, with an adventure playground, at the back of the school building. Students are accommodated in two Oundle School houses between five and ten minutes' walk from the junior school. Thames Valley Summer Schools (TVSS) also makes use of the junior school dining room and the extensive sports facilities on the campus, including a large swimming-pool.</p> <p>At Rugby, TVSS has the use of the recently completed Collingwood Centre, a teaching block with a dining-room attached to it. At the time of the inspection, TVSS was using ten classrooms, an ICT room, a large staff room, two common rooms, one for national leaders and the other for the British students who are part of the course, and office space. TVSS also uses six classrooms in another teaching block, the History Block, five minutes' walk from the Collingwood Centre. Two other ICT rooms near the History Block, are also used. Students are accommodated in six Rugby School houses, which are between five and ten minutes' walk from the Collingwood Centre. TVSS also has the use of the school's large sports hall, which contains a swimming pool, and many of the other extensive sports facilities scattered around the Rugby School campus.</p>

<b>Student profile</b>	Collated totals at time of inspection: all centres	Collated totals in peak week: (July 14-18) all centres
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
<b>ELT/ESOL Students</b> (eligible courses)	At inspection	In peak week
Total ELT/ESOL student numbers (FT + PT)	642	642
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16-17 years	101	101
Full-time ELT (15+ hours per week) aged under 16	541	541
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
Minimum age (including closed group or vacation)	9	9
Typical age range	9-17	9-17
Typical length of stay	2-4 weeks	2-4 weeks
Predominant nationalities	Russian, Spanish, Italian	Russian, Spanish, Italian

<b>Staff profile</b>	Collated totals at time of inspection: all centres	Collated total in peak week: all centres
Total number of teachers on eligible ELT courses	46	46
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10-19 hours/week	46	
Number teaching ELT 20 hours and over/week	0	
Total number of administrative/ancillary staff	45	

### Academic staff qualifications to teach ELT/ESOL

Profile at time of inspection: collated totals at all centres	
Professional qualifications	Total number of teachers
Diploma-level ELT/ESOL qualification (TEFLQ)	
Certificate-level ELT/ESOL qualification (TEFLI)	41
YL initiated	
Qualified teacher status only (QTS)	
Teachers without appropriate ELT/ESOL qualifications	4
<b>Total</b>	45

These figures exclude the academic manager(s)

Comments
None.

### Course profile (across all centres covered by this accreditation)

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

#### Comments

All courses are general English, with a focus on the Trinity College London GESE (Graded Examinations in Spoken English) examinations. One centre, Rugby, offers intensive courses with extra lessons on two afternoons. Age ranges for each centre are as follows: Epsom 10-16; Oundle 9-14; Sevenoaks 13-17; Rugby 12-17.

## 2. Data on centres visited

<b>1. Name of centre</b>	<b>Oundle</b>
<b>2. Name of centre</b>	<b>Rugby</b>

Student profile	Totals at inspection: these centres		Totals in peak week (July) these centres	
Centres	1	2	1	2
Of all international students, approximate percentage on ELT/ESOL courses	100	100	100	100
Total ELT/ESOL student numbers (FT + PT)	81	127	81	127
<b>ELT/ESOL Students</b> (eligible courses)	At inspection		In peak week	
Full-time ELT (15+ hours per week) 18 years and over	0	0	0	0
Full-time ELT (15+ hours per week) aged 16-17 years	0	37	0	37
Full-time ELT (15+ hours per week) aged under 16	81	90	81	90
Part-time ELT aged 18 years and over	0	0	0	0
Part-time ELT aged 16-17 years	0	0	0	0
Part-time ELT aged under 16 years	0	0	0	0
Minimum age (including closed group or vacation)	9	11	9	11
Typical age range	9-14	12-17	9-14	12-17
Typical length of stay	2-4 weeks	2-4 weeks	2-4 weeks	2-4 weeks
Predominant nationalities			Russian, Italian, Spanish, German, French, Japanese	

Staff profile	At inspection		In peak week	
Total number of teachers on eligible ELT courses	6	15	6	15
Number teaching ELT under 10 hours/week	0	0	0	0
Number teaching ELT 10-19 hours/week	6	15	6	15
Number teaching ELT 20 hours and over/week	0	0	0	0
Total number of administrative/ancillary staff	8	14	8	14

## Academic staff qualifications to teach ELT/ESOL

Profile at inspection: at these centres		
Professional qualifications	Total number of teachers	
Diploma-level ELT/ESOL qualification (TEFLQ)	0	0
Certificate-level ELT/ESOL qualification (TEFLI)	6	14
YL initiated	0	0
Qualified teacher status only (QTS)	0	0
Rationale(s) required for teachers without appropriate ELT/ESOL qualifications	0	1
<b>Total</b>	<b>6</b>	<b>15</b>

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These figures exclude the academic manager(s)

Comments

None.

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**Accommodation profile**

<b>Numbers at time of inspection: at these centres</b>				
Types of accommodation	Adults		Under 18s	
<i>Arranged by provider/agency</i>				
Homestay				
Private home				
Home tuition				
Residential			81	127
Hotel/guesthouse				
Independent self-catering e.g. flats, bedsits, student houses				
<i>Arranged by student/family/guardian</i>				
Staying with own family				
Staying in privately rented rooms/flats				

**Introduction**

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Thames Valley Summer Schools (TVSS) offer vacation courses to under 18s (minimum age 9, maximum age 17) in four different centres – in Sevenoaks (ages 13-17), Epsom (ages 10-16), Rugby (ages 12-17) and Oundle (ages 9-14). All centres are exclusively residential and all courses take place in very well-established boarding schools, which TVSS has been using for between three and 20 years.

All four of the centres teach general English with a focus on the Trinity London examinations in spoken English (known as GESE). Three of the centres have lessons in the mornings only. The Rugby centre offers a more intensive course with extra lessons two afternoons a week. The majority of students come through agents, many of them accompanied by group leaders (called national leaders) with a significant number of students booking directly.

The founder of TVSS, who still works with the school as the marketing and development manager, and the principal, who is also the owner, are both involved in the day-to-day running of the school as well as with wider, strategic matters. The majority of the head office staff work year-round while the rest are brought in for the busiest six months of the year. Two senior members of head office staff – the operations manager and the operations co-ordinator – have previous experience of running centres and now lend their considerable experience to managing the operation of centres. This year, the operations co-ordinator stepped in at the last moment to replace the Rugby centre course director, who was unavoidably detained abroad and was unable to arrive until five days after the course started and eight days after the centre's senior staff arrived to set the course up. New posts have been created since the last inspection, notably the posts of summer courses co-ordinator, the assistant summer course co-ordinator, recreation and welfare co-ordinator and logistics and the flights co-ordinator. At the centres, the senior teacher post is new as is the post of recreation and welfare co-ordinator. Another significant change since the last full inspection is the introduction of British students of a similar age to that of the overseas students at both Epsom and Rugby. These students are referred to as English school friends (ESFs).

The other business operating out of the head office, Parents Abroad (which provides guardianship services) provides full-time staff with work in quieter periods, ensuring year-round employment.

At the time of the inspection, all four centres were in operation. The inspection lasted for three and a half days, during which time the inspectors visited the centre at Oundle (wild card), the centre at Rugby and the head office in Windsor, where interviews were held with the principal, the marketing and development manager, the operations manager, the director of education and recruitment, the summer courses co-ordinator, the flights and transfers co-ordinator, two of the registrars and the accountant. The roundup was held at head office.

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At Oundle, all the teachers were observed, and interviews were held with the course director, the director of studies, the senior teacher, the senior housemaster, the recreation director (who is also the welfare co-ordinator), the nurse (who is one of the two housemistresses) and a representative of Oundle School. The inspectors talked to a group of students and to most of the teachers. One inspector visited the two boarding houses and the sports facilities.

At Rugby, all the teachers were observed and interviews were held with the course director, the director of studies (DoS), the two senior teachers, the recreation director, the senior housemistress, the recreation and welfare co-ordinator and two representatives of Rugby School. The inspectors held focus groups for students and for teachers and spoke to the two national leaders, as well as to one of the ESFs attending the course. One inspector visited three of the six boarding houses being used by TVSS and both inspectors looked at the sports facilities.

## Management

### Legal and statutory regulations

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

### Comments

M1 The items sampled were satisfactory.

### Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

M2 There is a clear structure, both at head office and at centre level, with organograms describing that structure. Continuity is well catered for. Evidence for this was seen both in the effective cover of the Rugby course director by the operations co-ordinator and by the recreation and welfare co-ordinator covering for the housemistresses on their days off at both centres.

M4 Communications within head office and within centres, as well as between head office and centres and between centre staff and host school staff, is very good indeed, with a structure of regular centre meetings, usually minuted, alongside frequent e-mail and phone contact and visits by head office staff to centres. The weekly envelopes containing up-to-date reports and figures on academic, leisure and accommodation matters, sent by centres to head office, contribute significantly to the flow of information.

M5 Recruitment policy is set out clearly in handbooks and there are thorough and useful recruitment guidelines for interviews of different categories of staff. Teaching staff spoke warmly of the thoroughness and professionalism of interviews. Terms and conditions are clearly laid out and prospective staff are made very well aware of these. References are always taken up and records of telephone references are kept. The director of education and recruitment (DoE) had received safer recruitment training.

M7 Thorough inductions, in the form of briefings, are provided for all centre staff. Senior centre staff have a one-day briefing before they go to their centres. They, in turn, provide their centre staff with a one-day briefing with the help of head office staff. All staff receive plentiful information before arriving at the centre, including very detailed handbooks. The DoE, when new in post, benefited from extensive guidelines written by her predecessor.

M8 All teachers are observed once in their first week and teachers new to TVSS are observed again in their second week. Recreation staff are 'observed' by the recreation director. Office staff visit regularly and debrief all staff at the end of the course. All staff have a line manager who writes reports on each member of staff, based on informal observation, feedback from students and national leaders. A centre feedback letter goes to all members of centre staff with feedback on the centre as a whole but also with a personal paragraph relating to that member of staff

alone. Decisions as to whether or not to re-employ staff the following year are based on all of these monitoring and appraisal procedures. There are robust procedures, known to all staff, for dealing with unsatisfactory performance. M9 Within the time confines of a short summer course, TVSS provides good, on-the-job opportunities for all staff to develop professionally, with teachers benefiting particularly from the opportunity to learn about a public examination and how to teach towards it. At head office, staff have opportunities to attend courses. Some centre staff have received first aid and lifeguard training, paid for by TVSS.

### Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

M10 Head office staff deal with agents and parents and provide a very friendly and efficient service. There are sufficient members of administrative staff and they use a database they are very happy with and which enables them to both input and retrieve information rapidly. Fixed contract staff are employed in the lead up to and throughout the busy summer period.

M11 Agents and registrars in head office help parents to choose which centre is most suitable and may help them to decide whether to choose the standard course or the intensive course. The DoE helps when questions are more academic.

M12 There are slightly different enrolment procedures for direct booking students and agent bookings, with one registrar responsible for each type of booking. The procedures are highly effective and there is sufficient flexibility in the system to allow students to change centre after arrival if they so wish.

M13 Each centre holds a list of all students' next-of-kin contact details, as does the principal. Agents hold the details of agent-booked students (as do the national leaders) and centres and the principal have the contact details of all agents. The flights co-ordinator holds all flights information.

M14 Students rarely fail to attend classes or activities but, if they do, housemasters/housemistresses or national leaders soon track them down. Records of attendance are well maintained.

M15 All students are given a copy of student guidelines when they first arrive, often in their first language, and these include a brief description of the conditions and procedures under which a student might be asked to leave the course. More detailed information is in the staff handbooks.

### Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

M17 The school's review cycle, feedback questionnaires, debriefings and reports, leading to analysis, overarching reports and action plans to ensure that suggestions are followed up, is exemplary in the thoroughness with which it covers all areas and involves all stakeholders, including national leaders. In the past year, head office staff were asked to list five things they would like to change and some of these suggestions were taken up. Any area of student feedback that scores under 90 percent when analysed is looked at for ways to improve or change that area. Examples of changes resulting from this review cycle in the past year are the introduction of sports instructors and specialist recreation teachers; adding an extra senior teacher at Rugby; and the rolling out of the highest level Trinity oral exams at more centres.

M18 Students complete an initial feedback questionnaire soon after they arrive to cover transfers, arrival and first

impressions. They complete a more comprehensive questionnaire at the end of their course. During the course, directly booked students have short weekly meetings with their housemaster/housemistress and their comments are noted. Students also provide excursions feedback. Action taken on student feedback is recorded.

M19 Either the DoE or the operations manager goes through each end-of-course staff feedback form with the member of staff who completed it, as part of the individual debrief. Staff provide feedback on the beginning-of-course briefing day, on all excursions they attend, on the course material and, if they wish, on the canteen menu. All feedback is fed into the review process and often leads to changes for the following year.

M20 The complaints procedure, which includes an easy-to-follow flowchart, is posted on a general noticeboard in a number of different languages. Files of complaints and records of the action taken are kept at head office.

### Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

The website and the brochure have identical text but the website offers links to a range of extra information, including a downloadable parents' manual which provides extensive information about the different centres, accommodation, welfare and the academic content of the course.

M21 The website and the brochure are both written in very clear, accurate English and the website can be translated into many different languages.

M22 The publicity is almost invariably accurate and gives rise to mostly realistic expectations, although a statement that TVSS's schools and courses are 'the most consistently popular in the country' is difficult to substantiate.

M23 Course descriptions are short, clear and comprehensive.

M25 The dates and fees sheet provides all relevant information about costs and terms and conditions. The information is clear, comprehensive and easy to access.

### Management summary

The provision comfortably meets the section standard. *Staff management*, *Student administration* and *Quality assurance* are areas of strength. The management of the provision operates to the benefit of all staff and students. Publicity is clear and comprehensive.

## Resources and environment

### Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Comments

R1 All classrooms at both centres are spacious. Areas for relaxation for both staff and students are generous, with extensive and well-maintained outdoor areas and sports facilities.

R2 The two main teaching areas at the two centres are very new and are in a very good state of repair, decoration and cleanliness. The second teaching block at Rugby (the History Block) is older and is inevitably less impressive but it still is of a sufficiently high standard. All of the external areas at both centres are very well maintained.

R3 All classrooms at both centres are suitably lit and ventilated, quiet, and appropriately furnished with sufficient flexibility. There are more than enough classrooms at both centres for an increase in student numbers and each classroom takes the maximum number of students with ease.

R4 Both centres' teaching blocks are welcoming environments that encourage students to stay on the premises during breaks. At Oundle, there is a large, safe play area with an adventure playground behind the teaching block, while at Rugby, a quad with seats and tables provides a pleasant place to sit in fine weather. Students also have the use of at least one common room in their boarding houses. At Rugby, a special room had been set aside for the exclusive use of ESFs.

R5 Signage is good at Rugby and adequate at Oundle. There are sufficient and well-maintained display facilities outside the classrooms. Inside classrooms, at both centres, no effort had been made to cover the host school's noticeboards so that student work could be displayed.

R6 Both centres have large staffrooms, where both teaching and activities staff can relax and prepare. There is enough seating for all staff and an appropriate number of tables, given that teaching and activities staff are not usually in the staff room at the same time. Both staffrooms have computers and printers. At Rugby, a large, comfortable room had been set aside for national leaders.

## Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

## Comments

R7 The students' main learning material is the TVSS-written student activity book, which contains excursion materials as well as material related to general English and to exam preparation. This book is used as a course record that students take home with them. A commercially produced course book is also used, but less often than the TVSS book. Other material is drawn from what are called DoS boxes which contain a very good selection of photocopiable books as well as topic-based, laminated flash cards, again produced by TVSS. The student activity book and the flash cards are custom-made for these short courses.

R8 The excellent TVSS student activity book is accompanied by an equally good teachers' book with comprehensive teachers' notes for each lesson. The DoS boxes contain many useful books for teachers – photocopiables and recipe/ideas books. Although the range of materials for both students and teachers is not wide, much of what is available is designed precisely for these students and these courses, and the back-up material, in the form of commercially-produced coursebooks and the books in the DoS boxes, are all that teachers need, given the short period students stay and given the exam focus of much of the course. Materials are well organised and easily accessible, with books from the DoS boxes kept in the boxes for ease of access.

R9 Nearly all classrooms at both centres are equipped with interactive whiteboards (IWBs) and all have a computer and facilities for playing CDs. Three ICT rooms at Rugby and one at Oundle are sufficient for student use, either in class time or in supervised afternoon sessions. Technical support is provided by the host schools. Teachers are given an opportunity to learn how to use and to practise using the IWBs during the pre-course academic briefing.

R10 There are no quiet study or self-access facilities at either centre.

R12 Students', teachers', academic managers' and national leaders' views on academic material are solicited, read and analysed, then acted upon where feasible and appropriate, as part of the four-year cycle of revision. Two freelance academic consultants have been employed recently to help to develop and refine the excursions material. The principal and the DoE are closely involved in the ongoing revision of the rest of the TVSS material.

## Resources and environment summary

The provision comfortably meets the section standard. Both *Premises and facilities* and *Learning resources* are areas of strength. Both centres offer a superb environment that supports and enhances students' studies and is appropriately professional for staff. Learning resources are entirely suitable for the course length and type and are

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regularly reviewed and updated.

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## Teaching and learning

### Academic staff profile

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

#### Comments

T1 One academic manager did not have a Level 6 qualification but his rationale was accepted within the context of this inspection.

T2 Four teachers across all four centres had ELT/TESOL qualification that did not meet Scheme requirements.

T3 The rationales for all four teachers were accepted within the context of this inspection.

T4 Two DoSs did not have a TEFLQ qualification.

T5 Their rationales were accepted within the context of this inspection on the grounds that they were supported by the highly experienced, TEFLQ DoE in their observations and on the grounds that one had already worked at TVSS for one year in an academic management role and the other had been DoS for TVSS for three years. It was clear that they were part of a team led by the DoE, who was in regular contact with them, readily available for advice and paying regular visits to each centre to observe and run short professional development sessions.

### Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

T6 Teachers express preferences and they commented that these were almost invariably heeded. Great care is taken to ensure that less experienced teachers work with more experienced teachers and that teachers who are new to TVSS work with teachers who have worked at TVSS before.

T7 At Rugby, teachers with less interest in using IWBs teach in the History Block, where the IWBs are less up-to-date. Paired teachers always teach in the same teaching block.

T8 Cover is provided by the senior teachers and the DoS.

T9 During the two arrivals and departures days, which occur fortnightly, classes are consolidated so that continuing students miss no lessons. On these days, the syllabus and lesson plans in the teachers' book allows for more flexibility when some students will be taking exams and departing and others will be arriving. The syllabus and placement arrangements make clever allowance for students who stay for three or four weeks to ensure that they neither repeat material nor stay too long at one level.

T10 Teachers receive the TVSS teachers' book and information on Trinity exams, including the Trinity syllabus and the Trinity sample exam DVD before they arrive at their centres. They have a half-day academic briefing on arrival and from thereon have support from their academic management team and, when she visits and observes, from the DoE. Teachers who are having difficulty receive extra help. The teaching team at Rugby expressed strong approval of their academic management team.

T11 All teachers are observed and given feedback in their first week. Teachers who are new to TVSS are then observed again in their second week. Teachers can ask for further observations and any teacher whose performance exhibits weaknesses will have follow-up observations and help. Teachers at Rugby were very happy

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with the constructive and practical feedback they received. At Epsom and Sevenoaks, where the DoSs are not TEFLQ, the DoE carries out the first observations with the DoS and then discusses the observation with the DoS. The DoS then provides the feedback and carries out any further observations without the DoE.

### Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T12 It is clearly stated that course design is based on the development of oral fluency and accuracy, which the Trinity GESE exams test and the excursion materials provide opportunities to practise. Teachers have the use of a detailed syllabus and very useful lesson plans for each day. The focus of the first three of the five morning lessons is the Trinity examination conversation phase, while the focus of the two post-break lessons is the Trinity topic phase and the TVSS excursions. At Rugby, the focus of the two afternoons of lessons is further Trinity exam preparation.

T13 The four-year materials review cycle is closely tied to course design review. In the past two years, in response to feedback from all stakeholders and through analysis of feedback, the post-break lessons have become more focused on excursion activities. Feedback from students, teachers and senior staff will feed in to the next review of the whole syllabus.

T14 The students' course outline is in their TVSS activity book. Teachers also put a menu for the day on the board each morning.

T15 Courses automatically include strategies for the Trinity exams – strategies which students can then transfer to language learning in general. Their activity book includes advice on ways to store and memorise vocabulary.

T16 The way in which the lessons and excursions are inter-linked, with pre-, during- and post-excursion activities, ensures that students develop their language skills outside the classroom and consequently benefit linguistically from their stay in the UK.

### Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

T17 Testing consists solely of an oral assessment based on typical Trinity examination questions. Students and teachers felt that placement was generally correct. Placement procedures take the length of a student's stay into account, with longer stay students moving into the correct class for their Trinity exam after two weeks.

T18 Weekly progress reports consist of a letter grade for each student. Direct-booking students have a weekly interview that includes academic questions. All requests for class changes are considered and records are kept of these requests and the action taken. The placement procedures mentioned above lead automatically to class changes for students who stay three or four weeks.

T19 There is appropriate guidance given as to which grade the students should take the exam at. This includes placing students at a realistic level, thus maintaining their motivation and ensuring that they will leave with a Trinity exam pass.

T21 Directly-booked students all receive an end-of-course report. Other students only receive reports on request. These reports are based on the progress notes teachers make on all students.

### Classroom observation record

Number of teachers seen	6 (Oundle) 15 (Rugby)
Number of observations	21
Parts of programme(s) observed	General English, exam preparation, excursion preparation and feedback.
Comments	None.

### Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T23 Nearly all teachers displayed good knowledge of linguistic systems, particularly word stress and phonology. They also provided appropriate spoken and written models, with only occasional mis-spellings.

T24 Most teachers graded their language and adapted their speed of delivery to match the level of their students. One week into the course, teachers knew their students' strengths and weaknesses and the areas needing practice.

T25 The content of lessons was largely determined by the syllabus and plans provided by TVSS but plans were generally well adapted to the particular class.

T26 Outcomes were all relevant, both in terms of the Trinity exams and the excursions, and also in terms of students' broader needs – developing spoken fluency. Lessons were nearly always based on coherent sequences of activities.

T27 Classrooms were usually organised in a way that encouraged oral communication. There was always space for students to move around and go up to the board. Board work was often very good and good use was made of IWBs.

T28 Many teachers made confident use of a range of techniques, with appropriate and effective use of competitions, points and rewards. Correction and feedback were effective in some instances, with occasional student-student correction. However, many opportunities to provide useful feedback were missed, particularly in fluency activities or during informal classroom chat.

T29 Most students were fully engaged but often teachers allowed the stronger, more dominant students to answer questions, leaving quieter students uninvolved. In most cases, activities were well set up and staged with clear, well-checked instructions. In general, there was an appropriate balance of teacher and student talking time. Teachers nominated well and were good at gaining and holding attention.

T30 There was a relaxed atmosphere in most classes, with the majority of students engaged in purposeful activity. Teachers displayed a good knowledge of their students and were sensitive to the cultural range within their classes.

### Classroom observation summary

The teaching observed met the standards of the Scheme. Lessons matched course objectives and students' needs and the techniques employed by teachers were generally appropriate. Classroom management and feedback were often good, although correction could have been more effective. In most cases, students were fully involved and the classroom atmosphere was nearly always positive. Overall, the teaching observed was of a good standard with some exceptional teaching.

### Teaching and learning summary

The provision comfortably meets the section standard. Both *Course design* and *Learner management* are areas of strength. Teachers are given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning are well managed and clearly benefit the students. The teaching observed met the standards of the Scheme. All the teaching observed was satisfactory with some segments of a considerably higher standard.

## Welfare and student services

### Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

#### Comments

W1 Students' safety is a priority. Younger students (9 -14 year olds) are in Oundle, the smallest town. There are good risk assessments for premises, fire drills have taken place, students receive a good orientation to the sites, the residences can be accessed only by means of an electronic fob or coded keypad, and only the staff have fobs and know the codes. There is always a supervisor on site when students are in residences, and they are always accompanied when they leave or return. The host institutions have their own tight security: sites are protected by CCTV, and perimeter gates are locked at agreed times.

Students going off site wear easily identifiable TVSS T shirts and wristbands, and have ID cards printed with the TVSS local and HO office and emergency number.

W2 Students are made aware that there are people they can turn to. Each residence has an experienced house master/mistress (HMs) for the course duration, with a senior HM co-ordinator (SHM) who covers for them on days off, whose main responsibility is the care of students. HMs have a very good knowledge of their students and, as well as seeing them informally several times a day, hold daily evening meetings when students return from activities. Weekly interviews are held with the individually enrolled students who do not have agents or national leaders and reports on their well being and progress are forwarded to head office and then sent to parents. Pastoral care is of a very high standard, and is also provided by teaching and sports staff.

W3 The resident HMs are the first point of contact for all students. Information is circulated at daily meetings of HMs, the SHM, teaching and sports staff. There were examples seen of the systems working to the benefit of individual students.

W4 Students agree class rules in accessible language on the first day of the course, and the very clear policy concerning what is acceptable behaviour is on the website, reinforced at induction and in written student guidelines. Evidence of swift and effective action taken was seen.

W5 Students and parents are issued with 24-hour emergency contact numbers (landline and mobile) for the local centre and the head office in Windsor.

W6 Most parents take advantage of the inclusive transfer service provided from Heathrow to the centres. There are very clear arrangements which include supervisors stationed at different terminals to meet students, and multiple coaches to the different centres. A taxi service is available for those arriving outside the notified times or at different airports. On transfer days, the head office has extended opening hours, even at the weekend, and a separate number for the transfer co-ordinator is issued. For students being dropped off by parents, good information, including links to route planners and a map of the centre, is forwarded in advance.

W7 Students and their parents receive a range of appropriate information including advice on what clothing to bring to the UK, pocket money, expected behaviour, attendance and punctuality, smoking and alcohol, and legal requirements. There is a detailed parents' manual on the website, and some advice is repeated in correspondence.

### Accommodation profile

#### Comments on the accommodation seen by the inspectors

Students and staff in Oundle are accommodated in two recently refurbished and very well-maintained residences, set in their own lovely grounds surrounded by playing fields, a short walk from the dining block and the teaching centre. Most students are in single or twin rooms but a small number of the younger ones are accommodated in three- to five-bedded rooms. There are bathroom/shower and separate toilet facilities on each floor, and staff who share these facilities with the students have separate times for their use.

In Rugby, students are accommodated in six houses, holding on average 20-30 students. These are all

approximately 5-10 minutes' walk from the main premises. Rooms are mainly single, many with basins. There are bathroom/shower blocks and separate toilet facilities on each floor. Staff have separate facilities. The residences used also have comfortable sitting/TV rooms for evening meetings and relaxation, and their own laundry facilities. They offer a good standard of accommodation.

#### Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

W9 This criterion is comfortably met. See profile above.

W10 The principal agrees the accommodation to be used each year, and there are logged visits by head office staff before the course starts and thorough checks when senior centre managers arrive pre-course. Some of the host institution's year round maintenance team work during the summer so any problems that might arise are addressed immediately.

W12 Rooming plans are drawn up at head office and forwarded to the centres. Students' names are on each door, and HM and staff bedrooms all clearly marked.

W13 Accurate and detailed information is available on the website, in the brochure and confirmed in enrolment documentation.

W15 Students and staff agreed, as did inspectors, that a good choice and sufficient quantity of food is available at both centres, with vegetarian options. Menus are provided by HO and have taken students' feedback into account. At Oundle, there is a drinking fountain in the playground, chilled water is available at various points inside the school, and a tuck-shop is open some days. Rugby School provides a tuck shop on the main premises but not in the History Block where some classes were held. A tuck shop was also provided by TVSS for some evening activities, and residences have refrigerators where snacks can be kept.

#### Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

W16 All accommodation provided by TVSS is residential.

#### Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

W23 In Oundle, one of the house mistresses is a qualified nurse. In Rugby, a nurse is employed for the course duration. Both run daily clinics to deal with any medical problems. One of the two national leaders in Rugby was unaware of this provision. Nurses are provided with the names of students who have allergies or other medical problems. Reports on any medical incident, and the follow up, are written up and forwarded to HO each week. Arrangements are made with local doctors who will see students with more serious illnesses the same day. Meticulous records are kept, and were sampled.

#### Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

None.

#### Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

W26 The leisure programme at both centres includes full- and half-day excursions each week, some optional excursions, and a wide variety of afternoon and evening activities. Students use the excellent outdoor facilities available including swimming pools, courts and pitches for tennis, football, rounders, and other sports and sports halls with facilities for a range of activities including badminton, dancing and fitness training. There are art and craft, performing arts and ICT options available in the afternoons for the less sporty, and a host of activities, some whole-school and others in residences, in the evenings.

W27 The leisure programmes are planned at head office, and coaches and entrance tickets booked in advance. The programmes are implemented on site by specialist sports staff led by the well-organised, experienced recreation directors (RD) and recreation and welfare co-ordinators (RWC). Many are year round PE teachers or sports coaches, with substantial experience of working at TVSS and elsewhere with students of these age groups.

W28 This criterion is very well met. The risk assessments are models of their kind. There are briefings before all activities and excursions, the excursions are closely timed, boxes are ticked at head counts throughout the day. The risk assessments, which are taken on all excursions, include spaces for the leader's and others' mobile numbers and, procedures in case of any emergency, and a feedback section to be completed after every excursion.

W29 All excursions are led by one of the experienced senior management team. Groups of about 11-12 students are drawn up and allocated to the various team leaders, who are responsible for them throughout the visit. Sporting and other activities also have designated leaders, often specialist sports instructors when appropriate.

#### Welfare and student services summary

The provision meets the section standard and exceeds it in many areas. The *Care of students*, *Accommodation* and the *Leisure programme* are all areas of strength. Students' needs for security, pastoral care and information are very well met, the accommodation provided is of a high standard, and is well managed by experienced and caring staff at head office and on site. There is good provision to cope with illness or any accidents which might occur during the course. The leisure programme is varied: it includes excursions and afternoon and evening activities, many of which take full advantage of the excellent sporting and other facilities available at the year-round schools used by TVSS. The staff have been carefully selected for their range of qualifications and experience and this enhances the students' experience of the leisure programme.

#### Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

C1 TVSS has a detailed, clear safeguarding policy which covers all the relevant areas. This is on the school's website in the parents' manual. The operations manager, who has substantial experience in state education as well as many years' experience in TVSS, is the named person responsible for reviewing the policy, recording information and responding to any disclosure. In the different centres, he delegates to the centre manager and senior house master/mistress. All staff receive, in advance of their arrival, detailed handbooks, which outline codes of conduct and procedures. This information is reinforced during induction.

C2 All staff are required to complete a basic online training before the beginning of their employment, but many have undertaken higher training through their year-round jobs in education. Codes of conduct when dealing with under 18s are widely known, and implemented.

C3 The levels of supervision and what students may and may not do in their limited free time are clearly outlined in publicity.

C4 Letters to applicants for all posts include a description of the organisation, and its child protection policies. Applicants are made aware of the need for references, proof of identity, and DBS clearance.

C5 DBS clearance is obtained for all staff. Agents sending national leaders with groups are asked to check their suitability. Signed declarations were on file for every national leader.

C6 The school's policy and procedures are very clear. On excursions, 9-13 year olds stay with sports instructors or teachers at all times, while older ones, in threes, may go shopping in a restricted area within sight of the supervisors for clearly defined periods of time. Supervision ratios are generous.

C7 All TVSS students are under 18. Curfew times for return to residences, to rooms, and for lights out are clear, and adhered to. Most accommodation is in single rooms. Where rooms are twin or small dormitories, younger students, all aged within a year of each other, are accommodated together. Residential supervision ratios are good, and national leaders only have responsibility for their own students.

C8 The TVSS centre and head office phone numbers and out of hours emergency mobile numbers are given to students and their parents on several documents including booking confirmation, transfer forms and parental consent forms. The school's office hours are extended on transfer days. The school has hard copy and computerised records of next of kin for all individually booked students. TVSS are confident that they can at any time contact agents, who keep the emergency contact numbers of their students, both individual and in groups.

#### Care of under 18s summary

The provision meets the section standard, and exceeds it in many respects. *Care of under 18s* is an area of strength. There is careful provision for the safeguarding of students under the age of 18 within the organisation's centres and during the leisure activities included in their courses. All staff have received a basic training as a minimum, their induction and TVSS manuals reinforce TVSS child protection procedures, and supervision ratios exceed the required minimums on activities and in accommodation.

