

Organisation name	TASIS The American School in England, Thorpe, Surrey
Inspection date	25–27 July 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. However, evidence must be submitted within three months to demonstrate that weaknesses in M8 and S1 have been addressed.

Summary statement
<p>The British Council inspected and accredited TASIS The American School in England in July 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 boarding and day school offers residential vacation courses in general English for under 18s.</p> <p>Strengths were noted in the areas of student administration, premises and facilities, care of students, accommodation, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

TASIS England is part of the TASIS Foundation, an organisation of international schools offering American-style education. The original school was founded in Switzerland in 1956, with further schools being established in England (1976) and Puerto Rico. All schools offer an academic-year curriculum preparing American and international students for American school examinations and/or the International Baccalaureate.

TASIS England offers a six-week summer English as an additional language (EAL) programme for students aged 10–17. Students enrol either for the full six weeks or for the first or second three weeks. The programme includes English language courses (which can include writing enhancement and examination preparation), academic courses (in geometry) and elective courses in subjects such as: graphic design, theatre performance, digital music, robotics and studio art. The TASIS England summer programme also includes enrichment courses such as: international business, London through a lens and fashion and textile design.

The English language courses, together with writing enhancement and examination preparation, are eligible for inclusion in the Scheme. The elective courses, though ineligible because their primary aim is not language improvement, are an important part of the programme for the EAL students. The programme also includes sports, excursions and on-campus activities, which are available to all students. For much of the day the EAL students are integrated with students from the other two options and they share the same residential accommodation.

The inspection took place over two and a half days and there were two inspectors. Meetings were held with the head of school, the director of student recruitment and admissions, the director (summer programme), the assistant director (summer programme), the head of upper school, the academic director, the EAL director, the summer admissions assistant, the IT department co-ordinator, the director of HR, the director of operations, the director of sport and activities and weekend travel, the events manager, the head nurse, the bursar/chief finance officer and the director of marketing and communications. Separate focus group meetings were held with students, teachers and teacher assistants/activity leaders. The inspectors observed segments of lessons taught by all of the EAL teachers on the timetable. One inspector carried out drop-in observations of three elective lessons. The other inspector visited the residential accommodation.

Address of main site/head office

Coldharbour Lane, Thorpe, Surrey TW20 8TE

Description of sites visited

The premises of TASIS England are located in a 46-acre campus centring on two Georgian mansions surrounded by a number of other buildings, some 17th century, others that are purpose-built but in a compatible style, giving the campus a village-like feel. There are 26 classrooms available to the summer programme. In addition to the teaching, residential and administrative accommodation, there is a sports hall and fitness centre, a theatre, art and dance studios, a health centre and a library. The dining room, which is in one of the mansions, looks out over a lake. The school is close to the centre of the small village of Thorpe.

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

The school offers English language courses of 12.5 hours per week, combined with four hours and ten minutes of electives (ineligible for inclusion in the Scheme), sports and activities, and five hours of supervised evening homework.

Accommodation profile

The accommodation offered by the school consists of 11 dormitory houses within the college grounds. Most of the rooms are shared by two to four students, and there are a small number of single rooms. There are five houses for

boys and six houses for girls. Students are housed according to age, with houses catering to 10 to 12 year-olds, 13 to 15 year-olds, and 15 to 17 year-olds. Most of the rooms have ensuite bathrooms, and those that do not have bathrooms on the same corridor. Each house has a shared common room with comfortable chairs, a TV, as well as a basic food preparation area, including kettle, toaster, microwave oven, and fridge. One inspector visited four of the houses, two for boys and two for girls.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. The goals and values of the organization inform all aspects of the operation. Communication channels and administration systems are particularly effective. Some aspects of teacher contracts need clarification. *Student administration* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The TASIS campus provides students and staff with a very comfortable and professional environment for work and relaxation. Facilities across the campus are extensive, attractive and very well maintained. A range of learning resources, including up-to-date technology, is available, and appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile 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 met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for pastoral care, information and leisure activities are well met by an experienced, well-qualified and conscientious team. Robust systems are in place for ensuring the security and safety of students and staff both on site and on off-site whilst on excursions. Accommodation is suitable with good facilities, and is efficiently managed. *Care of students, Accommodation, and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. There is a safeguarding policy in place; however, the names and contact details of the DSL and DDSL are missing from the document. Also missing from the document is information relating to handling delayed suitability checks, although appropriate procedures are in place within the school. All staff undergo suitability checks and receive appropriate training. Supervision of students during lessons and activities, and outside scheduled activities is very good, with a number of procedures and systems in place to ensure their safety.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	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.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M1 The school has a clear statement of its goals and values, which is available and displayed in appropriate places. It is based on the principles established by the founder of TASIS in Switzerland in 1956, which value the nurturing of intellectual curiosity in order to help young people become compassionate members of a global community. These concepts inform the strategic and operational management of the school. The head of school, appointed in July 2017, is clearly committed to developing this vision for both the summer programme and the 'winter' (year-round) programme.

M2 The head of school and other senior managers have clear and realistic plans for future development of the whole school, including the summer programme. Evidence was seen of a new three-year strategic plan to be presented to the board of directors, including time frames and costings. The plan will be reviewed biennially.

M4 There is good communication throughout the school, both formal and informal, with a range of meetings at different operational levels using different means of communication as appropriate. The weekly administration team meeting is particularly important. Minutes and action taken are recorded in a clear and accessible format.

Staff management and development

Met

M8 The provider implements appropriate human resources policies, which are made known to staff.

Not met

M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.

Met

M10 There are effective procedures for the recruitment and selection of all staff.

Met

M11 There are effective induction procedures for all staff.

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.

Met

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.

Met

Comments

M8 The contract for teachers does not specify all the duties that teachers are required to perform and does not state the hours of work. Duties for teachers can include dormitory duties, airport transfers, leading activities and supervising homework periods, as well as teaching. In some cases this can amount to a working week which may be in excess of 48 hours. None of the teachers were informed of the hours they could be working and no waivers were offered or signed for teachers to work beyond the terms of the working time directive.

M11 There is a thorough induction process, including a three-day Faculty and Staff Orientation event at the beginning of the session, attended by all members of faculty and staff, where all facets of the summer programme are introduced and appropriate training is given in all aspects of the role.

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.

Met

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

Met

Comments

M14 The admissions team is very well informed and competent in the skills required for the job. Customer service levels are of a very high level throughout the school and every member of staff demonstrates courtesy and professionalism.

M15 The brochure and the website include clear information on the programme. The admissions, sales and

marketing teams are very experienced and know the courses well. They are able to advise applicants on appropriate choices and provide any other information concerning all aspects of the programme.

M19 The attendance policy is made known to all staff and students. Teachers go through the attendance policy with their class at induction and they are given clear instructions on what to do. Attendance is checked within the first ten minutes. Any absence or lateness is logged and repeat offenders are given detention.

Publicity	
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.	Met
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.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main publicity for the summer programme consists of a website and a brochure. There is also a two-page flyer. The website and brochure are not available in translation, but the flyer is.

M26 Very little information is given about the level of care and support given to students, even though this is a very strong feature of the school's provision.

M28 The publicity states that 'teachers are chosen for the quality of their degrees', but one teacher does not have a degree.

Premises and resources

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

Comments

P1 The upkeep and décor of the premises is very good. The grounds are beautifully kept and the buildings are very well maintained and cleaned. The maintenance team can respond quickly to any specific need, and there is a rolling programme of maintenance and decoration.

P3 There is a very good provision of space for relaxation and the consumption of food for students. The dining room in which students are served three meals a day is spacious, light and has a beautiful outlook over the grounds. There are numerous areas, both indoor and outside in the extensive grounds, where students can relax. All relaxation areas are comfortably and attractively furnished.

P4 All meals are provided and are of an excellent standard, with a range of options catering for different preferences and dietary needs. Water fountains and water dispensers are available in the dorms and on campus. The inspection took place during a very hot period. Special additional arrangements were made to ensure students had access to sufficient water throughout the day. This included getting students to fill their water bottles at breakfast and in breaks, and the replacement of an outdoor sports activity with an indoor activity.

Learning resources	
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,	Met

accessible, and well maintained and organised.	
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

P9 Classrooms are well equipped and well maintained with computers and projectors in each room, with a variety of online materials installed. There is also a computer lab with 20 workstations to which teachers can take their classes for lessons once a week. Teachers are trained and demonstrated competence in using this technology. There is a member of the IT support team who is able to assist the teachers.

Teaching and learning

Academic staff profile	Met
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.	Met

Comments

T1 One teacher does not have a Level 6 qualification. A rationale was submitted and accepted for her employment in the context of this inspection, as she has some post-school education and a range of life experience relevant to the profile of the students.

T2 One teacher does not have a qualification that meets the requirements of the Scheme. A rationale was submitted and was accepted in the context of this inspection as he has completed an online course and has been previously employed at TASIS as a teacher assistant.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Not met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

T7 The inspectors were told that teacher absence is very rare. There are various options open for covering an absent teacher. One of the most common arrangements is for a teacher assistant (TA) to take the class, following the lesson plan. However, the teaching assistants do not have ELT qualifications and the inspectors were told that TAs have covered seven classes in this session. Other options are for one of the academic management team to cover.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met

T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

All of the criteria in this area are fully met.

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.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T18 Mid-session reports are written for each student. At the end of each three-week session instructors write evaluations of each student's performance in relation to material covered in the period. A detailed grade report is written, which includes a grade and an effort mark. The reports are mailed to students' parents.

Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	All

Comments

All eligible courses were observed: general English, writing enhancement, IELTS preparation

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.	Strength
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.	Strength
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 generally produced accurate models of spoken and written English but often did not model these forms effectively for the students. In weaker segments the language presented was unnatural or inaccurate.

T24 The lesson topics were relevant to the interests of the students. Lesson plans were very thorough: they identified anticipated problems and solutions for dealing with them, and included individual student profiles to enable teachers to address specific needs. In most of the segments students were challenged and motivated as a result.

T25 In most classes the objectives of the lesson were made known to the students, although in some segments aims were expressed in terms of what the teacher was planning to do rather than the intended learning outcomes for the students.

T26 A range of teaching techniques was used effectively, such as elicitation and questioning, the use of concept check questions to check understanding, introducing games, quizzes and warmers to keep students involved and visuals to maintain interest.

T27 In stronger segments the seating arrangements and use of different resources were varied in order to ensure different interactions and types of learning activity. Data projectors and video were used and provided a variety of input. However, in some cases appropriate tasks were not set for some of the input material. In weaker lessons interaction patterns remained unchanged and students became unengaged.

T28 There was effective and supportive monitoring of students when working in groups, which involved giving general feedback on language points. However, there was very little evidence of teachers using techniques to ensure the correct use of target language.

T29 There was some evidence of teachers checking that students were aware of what they had learnt, by, for example recording language in their notebooks. The daily supervised homework session can also be used to evaluate learning.

T30 There was generally a good rapport evident in the observed lessons, with teachers demonstrating a good pace and an ability to motivate the students. Students were engaged. In weaker segments teachers did not grade their instructional language for the students, who were therefore unsure what they should be doing and lost interest as a result.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to unsatisfactory, with the majority being good. Teachers understood the needs of the students and prepared appropriate lessons. Knowledge of relevant language systems was adequate. Most teachers used a variety of resources and techniques competently, while others were less competent. Correction techniques were not very evident. Teachers generally interacted well with the students, and there was a positive learning atmosphere in most of the 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.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Strength

Comments

W1 As well as very detailed risk assessments for every aspect of the school, security staff are posted at all gates during the day when gates are unlocked and there is CCTV both inside the school buildings and the grounds. Fire drills take place four times during the six-week programme, and all health and safety records are meticulously updated.

W2 A comprehensive crisis management plan is in place covering a wide range of potential situations. The plan also covers the different stages of an emergency, such as command and control, and communications. Staff

awareness of the plan is ensured through a very thorough induction, and awareness was verified in the teacher focus group.

W6 Students are given very clear information in advance about transport arrangements and costs. The school operates a shuttle service on departure and arrival days. The shuttles run to and from the airport every 30 minutes, ensuring that waiting time is short for all students. Two staff members remain in each terminal throughout the day.

W8 The school has an excellent on-site health centre staffed by qualified nurses. The facility consists of consultation rooms as well as four private en-suite rooms where unwell students can stay and recuperate. A doctor visits the centre once a week and students can book appointments to be seen. All medication is tightly controlled, and individual risk assessments are completed for students with particular health issues.

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 Students are housed in on-site dormitories. The majority of the rooms have ensuite bathrooms and all are bright and of a good size. There are also common rooms in each house with a kettle, toaster, microwave oven, fridge, TV and comfortable seating. All houses seen were in a very good state of repair.

W10 All bedrooms, bathrooms and common rooms are cleaned on a daily basis, and there is an on-demand laundry service available for clothing. Linen and towels are changed weekly.

W11 Maintenance checks are carried out twice per three-week session. Records of checks and subsequent actions were seen.

W13 Live-in dorm parents check the houses on a daily basis and they have a weekly dorm meeting with students. Any issues arising are dealt with quickly by either the dorm staff, or, if required, there is an electronic help desk where a request can be logged with the necessary member of the maintenance team.

W15 Students receive three hot meals a day in the school canteen. A cooked breakfast is available every day, as well as a balanced and varied menu for both lunch and dinner. Different diets are catered for, such as gluten-free and vegetarian, and great care is taken to allow for different food allergies. During the inspection the food sampled was of very good quality, and students confirmed the standard of the food.

<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

None.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

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.	Met
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.	Strength
Comments	

W23 The school uses a mobile application system to update students on a daily basis about social and sporting events available. This is followed up by dorm parents who discuss activities in dorm meetings. Students are also able to sign up for these activities through the same application.

W24 There is a good range of sporting activities, including archery, yoga, aerobics, horse riding and adventure sports. Visits are made to a number of places including Windsor Castle, Oxford and London. The school responds to requests from students, parents, and staff for special visits.

W26 Trip packs contain risk assessments and student emergency contact information. In addition, all aspects of safety during activities and excursions are covered during the three-day induction process. Good systems are in place for both off-site visits and on-site activities, which includes the participation of the security staff at the gates.

W27 The director of sports and activities has years of experience as a teacher, head of year and head of house. He is responsible for behavioural management in the winter school. He also has specialist safeguarding training and is one of the deputy designated safeguarding leads in the winter school.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Not met
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.	Met
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.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met
Comments	

All students at the school are under the age of 18. At the time of the inspection there were 23 students aged 16-17, and 77 students under the age of 16.

S1 There is a safeguarding policy in place, including information on recognising abuse, and response procedures, but it does not include any information on handling delayed suitability checks. The policy does not contain the names and contact details of the designated safeguarding lead (DSL) or the deputy safeguarding leads (DDSL), although this information is available on posters around the school and in the dorm houses.

S2 All staff complete an initial training course online before arrival at the school, and in addition they are given face-to-face training by a specialist trainer during the lengthy induction procedure. The visiting trainer has also provided specialist training to the DSL and DDSLs. The head nurse and director of sports and activities also have specialist safeguarding training. All returning staff receive refresher training as part of the same procedure. Teachers and

teaching assistants had a clear idea of who the DSL and DDSLs were and also of the procedure for handling any situation arising.

S5 As well as the security staff and CCTV, there are two dorm parents in each house and access to dorm houses during the day is controlled. During on-site activities the teaching assistants supervise the students, and a duty team patrols the site. Students aged 16-17 are housed in different houses from those under the age of 16.

S6 Most of the students live on site and leaving the school is strictly controlled. Home visits are supervised by the director of operations, and the procedure includes an email request by both student and parents in advance, with the parent having to provide ID when collecting the child. Regular trips into the nearby town centre are also well organised, with appropriate levels of supervision depending on the age of the students.

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	2004
Last full inspection	2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	TASIS England year-round school program
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	TASIS The American School in Switzerland. Summer programs in Switzerland, Puerto Rico and France

Private sector

Date of foundation	1956 (TASIS Switzerland); 1976 (TASIS England)
Ownership	Name of company: TASIS England Company number: 1604308
Other accreditation/inspection	OFSTED ISI

Premises profile

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

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	23	23

Full-time ELT (15+ hours per week) aged under 16	77	77
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	100	100
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Italian, Turkish, Russian	Italian, Turkish, Russian
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	9	9
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	9	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	0	
Total number of support staff	55	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	
None.	

Teacher qualifications profile

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

Accommodation profile

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

Home tuition	N/a	0
Residential	N/a	98
Hotel/guesthouse	N/a	0
Independent self-catering e.g. flats, bedsits, student houses	N/a	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	2
Staying in privately rented rooms/flats	N/a	0
Overall totals adults/under 18s	N/a	100
Overall total adults + under 18s	100	

Points to be addressed

Points which must be addressed within three months

Management

M8 The contract (and other job descriptions) for teachers does not specify all the duties that teachers are required to perform and does not state the hours of work.

Safeguarding under 18s

S1 The safeguarding policy does not include information on handling delayed suitability checks. The policy does not contain the names and contact details of the designated safeguarding lead (DSL) or the deputy safeguarding leads (DDSL).

Other points to be addressed

Management

M26 Very little information is given about the level of care and support given to students.

M28 The publicity states that 'teachers are chosen for the quality of their degrees', but one teacher does not have a degree.

Teaching and learning

T7 Unqualified teaching assistants are often used as the first line of cover.

T23 In weaker segments the language presented was unnatural or inaccurate.

T25 In some segments aims were expressed in terms of what the teacher was planning to do rather than the intended learning outcomes for the students.

T27 In some cases appropriate tasks were not set for some of the input material. In weaker lessons interaction patterns remained unchanged and students became unengaged.

T28 There was very little evidence of teachers using techniques to ensure the correct use of target language.

T30 In weaker segments teachers did not grade their instructional language for the students, who were therefore unsure what they should be doing and lost interest as a result.

Action plan

It is now a requirement of M7 that an Action plan showing progress on all points to be addressed is submitted with the Annual declaration in the year following an inspection. Please submit this to the Accreditation Unit by 15 February 2019. [Action on any points to be addressed with a specific earlier deadline must be submitted by the deadline given in the results letter.]

Once submitted the Action plan should be kept up to date (but not submitted unless requested) ready for future inspections.