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| Organisation name | Didac School, Eastbourne |
| Inspection date   | 26–27 September 2023     |

| Section standards  |     |
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| <b>Management</b><br>The management of the provision operates to the benefit of the students, and in accordance with the provider’s stated goals, values, and publicity.   | Met |
| <b>Premises and resources</b><br>The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.  | Met |
| <b>Teaching and learning</b><br>The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme. | Met |
| <b>Welfare and student services</b><br>The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.   | Met |
| <b>Safeguarding under 18s</b><br>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   |
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| We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W2 and S4 have been addressed. The required evidence was subsequently submitted. |

| Summary statement   |
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| <p>The British Council inspected and accredited Didac School Ltd in September 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p> |

## Introduction

Didac School Eastbourne is part of the Didac Schulen group, a Swiss company founded in 1907 in Bern. The school in Eastbourne joined the group in 1997. Other schools in the group offer: French in Lausanne and Geneva, German in Bern, and Italian in Lugano. All the schools offer a year abroad programme very closely linked to the Swiss school curriculum for year ten. The core of students is aged 15–17. All students live in homestays.

The company markets its courses in Switzerland through local advertising, visits to schools and information days, allowing direct access to potential students and their parents/guardians. All enrolments are processed through the head office in Switzerland.

The inspection took place over one and a half days. The inspectors had meetings with the principal, the vice principal/head of English, the school secretary, the principal's secretary, the host family co-ordinator, the leisure programme organiser and a video conference with the marketing manager and company owner in Switzerland. Separate focus group meetings were held with the teachers and the students. All four teachers were observed once. Focus group meetings were held with teachers and students and one inspector visited two homestay providers remotely.

## Address of main site/head office

16 Trinity Trees, Eastbourne, East Sussex BN21 3LA

## Description of site visited

All provision takes place in a Victorian house in a residential street close to the seafront, the town centre and the station. On the lower ground floor there are two classrooms, a relaxation room and a toilet. On the ground floor there is a front office/reception, two offices, a student common room with kitchen, two classrooms and three toilets. On the first floor there are four classrooms and two offices. On the second floor there is a teachers' room and a classroom. There is a garden at the front of the house with seating, and parking at the rear for staff.

| Course profile  | Year round                          |                                     | Vacation only            |                          |
|---|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
|   | Run                                 | Seen                                | Run                      | Seen                     |
| General ELT for adults (18+)                                    | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| General ELT for adults (18+) and young people (16+)             | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| General ELT for juniors (under 18)                              | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 a year abroad programme from September to June. There are two courses available, 28 lessons a week, including 20 lessons of English and eight lessons of options, and 32 lessons a week, if students wish to focus on an additional language. All lessons last 40 minutes. Students sit an externally validated EFL exam at the appropriate level at the end of their course.

## Management profile

The principal and vice-principal form the senior management team and have day-to-day responsibilities for the delivery of the programme, including timetabled teaching and providing cover as necessary. There are regular visits from Switzerland by senior staff and frequent communication with headquarters via video links.

## Accommodation profile

All students stay in homestay accommodation arranged by the school, on a full-board basis. The homes are all in Eastbourne within a short distance of the school on foot, by bicycle or by bus.

## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision operates to the benefit of students and in accordance with the school's stated goals and values, and publicity. The management structure is clear, communication systems are very effective, induction procedures are satisfactory and there are good opportunities for continuing professional development. Student administration is very well managed. There is evidence to demonstrate that management systems, processes and practices are reviewed on an ongoing basis.

### Premises and resources

The provision meets the section standard. The premises and facilities are well suited to the student age group and the type of courses being run. They provide a comfortable and professional environment for students and staff. The learning resources support and enhance the studies of students enrolled.

### Teaching and learning

The provision meets the section standard. The overall curriculum meets the needs of the students, and teachers receive sufficient support to deliver courses effectively. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. There is generally good provision for the safety and wellbeing of students, although the emergency plan needs to be made known to staff and students. Students benefit from well-managed student services and suitable accommodation. Pastoral care is of a very high standard. The leisure programme, which is well organised and resourced, caters for the varied needs and interests of the students.

### Safeguarding under 18s

The provision meets the section standard. The safeguarding policy is satisfactory, overall, although some of the wording needs updating to bring it into line with good practice, and there was one instance where the policy had not been fully implemented. The policy is made known to all members of staff and hosts; guidance and training is provided. Supervision arrangements are suitable and made known to students and parents. Accommodation arrangements are generally good and there are effective channels of communication between the school staff/homestay hosts and the parents/guardians.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

| Strategic and quality management   | Met |
|--|-----|
| M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.   | Met |
| M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.   | Met |
| M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.  | 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.              | Met |
| M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded. | 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

There is a clear statement of goals and values, and realistic objectives for the future of the school. The management structure is clear and made known to staff and students. There are very good communication channels for staff, students, homestay providers and management. Student feedback is gathered during the course and at the end of the students' stay. Staff feedback is obtained both informally and formally with evidence it is acted

upon. The senior management team in Switzerland systematically reviews student feedback, notes from staff and holds meetings with students and their parents/guardians on return to Switzerland.

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| <b>Staff management and development</b>  | Met     |
| M8 The provider implements appropriate human resources policies, which are made known to staff.  | Met     |
| M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.  | Not met |
| M10 There are effective procedures for the recruitment and selection of all staff.   | Met     |
| M11 There are effective induction procedures for all staff.  | Met     |
| M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.  | 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     |
| <b>Comments</b>  |         |
| The organisation has satisfactory human resource policies and there are effective procedures for the recruitment and selection of staff. Job descriptions are available but not always part of individual staff members' records. Review dates and line management information are also missing. Induction procedures are satisfactory. There are suitable policies for monitoring and appraising all staff and evidence that this is taking place. Policies and practices to ensure the continuing professional development of all staff are in place and the organisation is committed to the role of training in improving its provision. |         |
| <b>Student administration</b>  | Met     |
| M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.  | Met     |
| M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.  | Met     |
| 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.   | Met     |
| 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.  | Not met |
| <b>Comments</b>  |         |
| There are effective procedures for dealing with enrolments, cancellations, and refunds. Systems to record students' personal information are carefully implemented. Conditions and procedures under which a student may be asked to leave the course are clearly stated. There are policies and efficient procedures relating to student attendance and punctuality. Terms and conditions and the school's complaints policy are clearly set out but records of complaints and their outcomes are not stored systematically.   |         |
| <b>Publicity</b>   | Met     |
| M22 All publicity and information are 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.   | Not met |
| M25 Publicity includes clear, accurate and easy-to-find information on costs.  | Met     |
| M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.  | Met     |
| M27 Publicity gives an accurate description of any accommodation offered.  | Met     |

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| M28 Descriptions of staff qualifications are accurate.   | Met     |
| M29 Claims to accreditation are in line with Scheme requirements.  | Not met |
| <b>Comments</b>  |         |
| <p>The main medium of publicity is the Swiss website written in German. An out-of-date English language website is not intended as part of publicity but as an information medium for homestay hosts and other interested parties. Overall, details about the premises, facilities, accommodation, courses and costs are accurate, accessible and give rise to realistic expectations. However, the stated maximum class size is absent and timetabled lessons are not summarised in hours per week. There is an adequate description of the level of care and support given to students. The Accreditation Scheme marque was not always used correctly, with 'for the teaching of English in the UK' and it is not made clear that the non-EFL lesson options and a summer course run at the school are not included within the scope of the accreditation.</p> |         |

## Premises and resources

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| <b>Premises and facilities</b>  | Met |
| 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.   | Met |
| 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.  | Met |
| P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.  | Met |
| 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 |
| <b>Comments</b>   |     |
| <p>The school building and garden provide a secure and attractive environment for both students and staff. The premises are maintained and in a satisfactory state of repair, cleanliness and decoration. The classrooms are large with good natural light and allow some flexibility of layout. Students reported the rooms are well ventilated and provide a positive learning environment. There are very good facilities for relaxation, including common rooms and areas in the garden. Drinking water is readily available at all times and students have access to a small kitchen where they can use microwave ovens to warm up food. Staff have access to good facilities for work and relaxation.</p> |     |

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| <b>Learning resources</b>   | Met |
| P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.   | Met |
| P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.   | Met |
| 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.  | Met |
| P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.  | Met |
| P11 Students receive guidance on the use of any resources provided for independent learning.  | Met |
| P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.   | Met |
| <b>Comments</b>   |     |
| <p>Learning materials preparing for selected external examinations are appropriate for the age and level of the students and for the length of the course. Teachers have access to a suitable range of paper-based and digital supplementary resources. The educational technology within the classrooms is well maintained and supported. There is evidence that teaching and learning resources are regularly reviewed and teachers are positive about the provision.</p> |     |

## Teaching and learning

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| <b>Academic staff profile</b>   | Met |
| T1 All academic staff have a level of education normally represented by a Level 6 | Met |

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| qualification on the Ofqual register of regulated qualifications.  |         |
| T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.   | Not 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

One teacher did not have a level of education normally represented by a Level 6 qualification (T1). A rationale was provided and accepted within the context of this inspection. There is evidence of some post-school training and relevant experience. The same teacher did not have a TEFL qualification that meets the Scheme's requirements and the rationale was not accepted within the context of this inspection.

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| <b>Academic management</b>   | 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.                              | 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

Teachers are matched appropriately to courses and there are satisfactory timetabling arrangements. Arrangements for covering absent teachers are satisfactory. Teachers are pleased with the day-to-day guidance and support provided, and their performance is monitored systematically.

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

Course design is based on comprehensive schemes of work which are also available to students. The online coursebook extension exercises promote independent learning along with the regular implementation of classroom student projects. Participation in social activities and assistance for students who wish to join local sports and activities clubs promote English language use outside the classroom.

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| <b>Learner management</b>   | Met |
| T17 There are effective procedures for the correct placement of students, appropriate to their level and age. | Met |
| T18 There are effective procedures for evaluating, monitoring and recording students' progress.               | Met |
| T19 Students are provided with learning support and enabled to change courses or                              | Met |

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| classes where necessary.  |     |
| 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

There are satisfactory procedures for the correct placement of students who can easily change classes if required. Students' learning is monitored via coursebook tests, and there are regular formal reports on their progress. Any students wishing to move into mainstream UK education have access to relevant information and advice as appropriate.

#### Classroom observation record

|                                |     |
|--------------------------------|-----|
| Number of teachers seen        | 4   |
| Number of observations         | 4   |
| Parts of programme(s) observed | All |

#### Comments

The academic manager was included in these observations.

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| <b>Teaching: classroom observation</b>  | Met |
| T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English. | Met |
| T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.                                | Met |
| T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.  | Met |
| T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.   | Met |
| T27 Teachers promote learning by the effective management of the classroom environment and resources.   | Met |
| T28 Students receive appropriate and timely feedback on their performance during the lesson.  | Met |
| T29 Lessons include activities to evaluate whether learning is taking place.  | Met |
| T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.  | Met |

#### Comments

T23 Overall, teachers demonstrated a satisfactory level of knowledge and awareness of grammatical and lexical systems and provided accurate models of the language.

T24 The content was generally of interest to the students and appropriate for their age and level. Some individual student profiles were available but inconsistent in terms of range and detail.

T25 On the whole, lessons led to appropriate learning outcomes. The language objectives and outcomes were made clear to the students at the start of the lesson and often displayed on classroom boards.

T26 Teachers used a variety of appropriate techniques to promote student learning. The more successful segments used elicitation to involve students, and encouraged student interaction.

T27 Generally, the classroom layout was appropriate for promoting student involvement and communication. Teachers used the educational technology confidently, and some effective use of audio-visual resources and realia was included.

T28 Generally, teachers monitored students' work and gave encouragement and praise on the content of their responses. In better segments, there was some focused feedback, with follow-up practice providing an opportunity for students to extend their language ability. However, sometimes, there was insufficient error correction, in particular of mistakes in pronunciation, affecting students' intelligibility and communication skills.

T29 The achievement of language learning was usually evaluated by the successful completion of tasks.

T30 There was a positive and purposeful atmosphere in class. The content engaged, motivated and challenged the students. In the more successful segments students were involved in a variety of student interactions. However, in some cases there was too great an emphasis on the teacher directing the lesson.

## Classroom observation summary

The teaching observed meets the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being satisfactory or better. In most lessons, the content was appropriate, and the activities engaged and motivated the students, enabling them to practise and extend their language knowledge and skills. A range of suitable techniques and resources was employed. However, sometimes there was a lack of focus on error correction and the promotion of student interaction and communication.

## Welfare and student services

| Care of students   | Met     |
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| W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.   | Met     |
| W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.  | Not met |
| W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.   | Met     |
| W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.  | Met     |
| W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.   | Met     |
| W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.   | Met     |
| W7 Students receive advice on relevant aspects of life in the UK.  | Met     |
| W8 Students have access to adequate health care provision.   | Met     |
| Comments   |         |
| Very good measures are in place, based on thorough risk assessments, to ensure the safety and security of students within the school premises and during scheduled activities. There is a plan to respond to any emergency; however, this is not made known to staff and, as appropriate, to students. Students receive a high standard of pastoral care and there are effective policies to promote tolerance and respect. Transfer arrangements are well managed. A wide range of useful information is made available to students before and during their stay. Health care provision is very good. |         |
| Accommodation (W9–W22 as applicable)   | Met     |
| All accommodation  |         |
| W9 Students have a comfortable living environment throughout their stay.   | Met     |
| W10 Arrangements for cleaning and laundry are satisfactory.  | Met     |
| W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.  | Met     |
| W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.  | Met     |
| W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.  | Met     |
| W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.   | Met     |
| W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.   | Met     |
| Comments   |         |
| Suitable homestay accommodation is arranged. Efficient and effective systems are in place to manage the accommodation, to gather feedback from students, and to identify and resolve any problems. Student feedback on all aspects of the provision is very positive.  |         |
| Accommodation: homestay only   |         |
| W16 Homestay hosts accommodate no more than four students at one time.   | Met     |
| W17 Homestay hosts do not accommodate more than one student with the same  | Met     |



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| language, unless the students, their agents, parents or legal guardians specifically request this in writing.   |     |
| W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing. | Met |
| W19 English is the language of communication within the homestay home.  | Met |
| W20 Hosts ensure that there is an adult available to receive students on first arrival.   | Met |

#### Comments

All criteria in this area are fully met.

#### Accommodation: other

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| 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

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| W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK. | Met |
| W24 The content of any leisure programme is appropriate to the age and interests of the students.   | Met |
| 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.   | Met |
| W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.  | Met |

#### Comments

Students receive good information about out-of-class opportunities and are encouraged and helped to take part in local clubs and activities. There is a varied programme of sports, leisure activities and excursions. The programme is well organised and resourced. Risk assessments are conducted and staff organising activities and accompanying trips are well briefed.

### Safeguarding under 18s

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| <b>Safeguarding under 18s</b>   | Met     |
| S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations. | 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.  | Met     |
| S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.   | Met     |
| S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.  | Not met |
| S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.  | Met     |
| S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.  | Met     |
| S7 There are suitable arrangements for the accommodation of students.   | Met     |
| S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.   | Met     |

#### Comments

The majority of the students enrolled are aged 15 to 17. They are all in the same Swiss school years, so may occasionally be 18. At the time of the inspection there was one student aged 18.

The school has a satisfactory safeguarding policy linked to recruitment policies and procedures. The recruitment policy stipulates the requirement for only one reference, although two references are on file for all recently employed members of staff and hosts. Security checks are conducted for all staff and, in homestays, for all adult members of the household. However, at the time of the inspection, a student had been placed with a host whose check was still being processed. All staff and hosts receive guidance and are required to undertake training. Parental consent forms are completed and on file for all students. The forms are in the students' first language, German or French, and the information is collated and translated so that relevant information can be passed on, for example to school staff members and to hosts. Arrangements to ensure the supervision and safety of students during scheduled lessons and activities, outside the scheduled programme, and in their accommodation, are of a high standard. There are very good arrangements to ensure contact between the school/homestay hosts and the parents/guardians.

#### 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  | 2014                                  |
| Last full inspection  | 2018                                  |
| 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 | Teaching Swiss curriculum             |
| Other related accredited schools/centres/affiliates               | None                                  |
| Other related non-accredited schools/centres/affiliates           | Didac Bern, Lausanne, Geneva, Lucerne |

#### Private sector

|                                |   |
|--------------------------------|---|
| Date of foundation             | 1997  |
| Ownership                      | Name of company: Didac Schools Ltd<br>Company number: 3691172 |
| Other accreditation/inspection | N/a   |

**Premises profile**

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

**Student profile**

|  | At inspection | In peak week: September |
|--|---------------|-------------------------|
| <b>ELT/ESOL students</b> (eligible courses)          | At inspection | In peak week            |
| Full-time ELT (15+ hours per week) 18 years and over | 1             | 1                       |
| Full-time ELT (15+ hours per week) aged 16–17 years  | 37            | 37                      |
| Full-time ELT (15+ hours per week) aged under 16     | 49            | 49                      |
| Part-time ELT aged 18 years and over                 | 0             | 0                       |
| Part-time ELT aged 16–17 years                       | 0             | 0                       |
| Part-time ELT aged under 16 years                    | 0             | 0                       |
| <b>Overall total</b> ELT/ESOL students shown above   | <b>87</b>     | <b>87</b>               |
| Junior programmes: advertised minimum age            | N/a           | N/a                     |
| Junior programmes: advertised maximum age            | 17            | 17                      |
| Junior programmes: predominant nationalities         | Swiss         | Swiss                   |
| 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 |
|--|---------------|--------------|
| Total number of teachers on eligible ELT courses   | 4             | 4            |
| Number teaching ELT 20 hours and over a week   | 3             |              |
| Number teaching ELT under 20 hours a week  | 1             |              |
| Number of academic managers for eligible ELT courses   | 2             | 2            |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 3             |              |
| Total number of support staff  | 2             |              |

**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**

The vice-principal was scheduled to teach 18 hours per week.

**Teacher qualifications profile**

| Profile in week of inspection                        |                    |
|--|--------------------|
| Professional qualifications                          | Number of teachers |
| TEFLQ qualification                                  | 1                  |
| TEFLI qualification                                  | 1                  |
| Holding specialist qualifications only (specify)     | 0                  |
| Qualified teacher status only (QTS)                  | 0                  |
| Teachers without appropriate ELT/TESOL qualification | 1                  |
| Total  | 3                  |

## Comments

The assistant academic manager (vice-principal) was also teaching during the inspection.

## 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   | 1      | 86        |
| Private home   | 0      | 0         |
| Home tuition   | 0      | 0         |
| Residential  | 0      | 0         |
| Hotel/guesthouse   | 0      | 0         |
| Independent self-catering e.g., flats, bedsits, student houses | 0      | 0         |
| <i>Arranged by student/family/guardian</i>                     |        |           |
| Staying with own family  | 0      | 0         |
| Staying in privately rented rooms/flats                        | 0      | 0         |
| Overall totals adults/under 18s                                | 1      | 86        |
| Overall total adults + under 18s                               | 87     |           |

## Points to be addressed

### *Points which must be addressed within three months*

#### **Welfare and student services**

W2 The plan to respond to any emergency is not made known to staff and, as appropriate, to students.

#### **Safeguarding under 18s**

S4 The recruitment policy does not stipulate the requirement for two references. A student had been placed with a host whose security check had not been fully processed.

### *Points to be addressed within 12 months*

#### **Management**

M9 Job descriptions are not always part of individual staff members' records. Review dates and line management information are also missing.

M21 Records of complaints and their outcomes are not stored systematically.

M24 The maximum class size is absent and timetabled lessons are not summarised in hours per week.

M29 The Accreditation Scheme marque is sometimes used incorrectly, without 'for the teaching of English in the UK'. It is not made clear that an advertised junior summer course and other non-EFL options are not included in the accreditation.

#### **Teaching and learning**

T2 The rationale for one teacher who did not have a TEFL qualification that meets the Scheme's requirements was not accepted within the context of this inspection.

T24 There was little evidence to demonstrate that the learning needs of individual students had been taken into account.

T28 There was insufficient error correction, in particular of mistakes in pronunciation affecting students' intelligibility and communication skills.

T30 In some cases, there was too great an emphasis on the teacher directing the lesson.

## 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.

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Following a review of this requirement, we are piloting a change to six months from the date of the committee meeting at which the report was considered. Therefore, your action plan must be sent to the Accreditation Unit by 18 April 2024. However, action on any points to be addressed with a specific earlier deadline must still 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.

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