

Organisation name	Exsportise Limited, head office Haywards Heath, Sussex
Inspection date	1, 6 and 8 August 2024

Section standards	
<b>Management</b> 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> The premises provide students and staff with a safe, 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> 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> 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> 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

<b>Recommendation</b>
We recommend continued accreditation.

**Summary statement**

The British Council inspected and accredited Exsportise Limited in August 2024. 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](http://www.britishcouncil.org/education/accreditation) for details).

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

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

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

## Introduction

Exsportise was originally established by its managing director in 1988 to provide professional sports coaching for young people in the UK. In 1997 the decision was taken to offer English language courses alongside sports coaching and today almost all students attending courses are international. Although a few students can choose to focus only on sports training, the large majority have a balance of 15 hours per week of EFL and 15 hours of coaching in a choice of sports, or in music or dance. Tuition is provided by professional coaches in football, rugby, hockey, golf, tennis, basketball and horse riding, or professional musicians and dance tutors.

The inspection took place over three days. The inspectors spent a day each in the Worth and Clayesmore centres. Meetings with head office (HO) staff were held remotely on the third day. HO meetings were held with the CEO, general manager, operations and projects manager, head of global partnerships, academic advisor, senior administrator, and administrator.

In each centre, meetings were held with the centre manager, director of studies (DoS), events manager, welfare manager, house parents, and a representative from the host organisation. Separate focus group meetings were held with students, support staff, and teachers. The residential accommodation was visited by one of the inspectors on each site. All of the teachers timetabled to teach on the day of inspection in the two centres visited were observed.

## Address of head office

Aberdeen House, South Road, Haywards Heath RH16 4NG

## Description of sites visited

Worth School (Paddockhurst Road, Crawley, West Sussex RH10 4SD). Exsportise shares the site with a summer school run by their sister company British Summer School. Facilities include classrooms and a teachers' room, administrative offices, a tuck shop and social area, a theatre/assembly hall and music rooms, a dance studio, a dining room, shared rooms and dormitories in boarding houses, football, rugby and hockey pitches swimming pool, and off-site riding stables.

Clayesmore School (Iwerne Minster, Blandford Forum DT11 8LL). Exsportise has sole use of this site. Facilities include classrooms, teachers' room, administrative offices, medical centre, sports hall, dance studio, tennis courts, swimming pool, and football pitches.

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 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"/>
Applied English/Content and language integrated learning (CLIL)	<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

Courses include three hours each weekday morning or afternoon of general English at various levels from elementary to advanced, three hours of professional coaching per weekday, evening activities and excursions at weekends.

## Management profile

The management team based at HO consists of the CEO, general manager, operations and projects manager, academic advisor, senior administrator, and head of global partnerships.

At each site, the team consists of a centre manager reporting to the general manager at HO, director of studies reporting to the academic advisor at HO, welfare manager and events manager reporting to the operations and projects advisor at HO, plus English teachers, house parents, support staff, and heads of specialist sports options, who all report to the onsite centre manager and director of studies.

### Accommodation profile

Residential on-site accommodation is provided for all students. At both centres visited, bedrooms ranged from single occupancy to dormitories with six beds. Separate accommodation is provided for girls and boys, supervised by resident girls' and boys' house parents. Both centres have shared bathroom and toilet facilities and provide a laundry service.

### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. The organisation's values underpin all aspects of the provision and detailed plans are in place for the future of the business. Staff management systems including recruitment are very effective, and students, parents, and agents benefit from very high levels of customer service. Publicity is attractive, accurate and very detailed. *Strategic and quality management, Staff management, Student administration, and Publicity* are areas of strength.

#### Premises and resources

The provision meets the section standard and exceeds it in some respects. The safety and security of students is very well provided for, and all premises are in an excellent state of repair and decoration. Learning resources are appropriate and well organised. *Premises and facilities, and Learning resources* are areas of strength.

#### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The profile of the academic team is entirely suitable, and academic management systems are mostly very strong. Course design is appropriate to the age and needs of the students, and they are given good support to achieve their learning objectives. The teaching observed met the requirements of the Scheme. *Course design, and Learner management* are areas of strength.

#### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of the students for security and pastoral care are very well met, and students benefit from very well-managed student services, including leisure activities and accommodation. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

#### Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is expert and carefully considered provision for the safeguarding of students at all times. *Safeguarding under 18s* is an area of strength.

#### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

### Evidence

#### Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength

M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

### Comments

M1 The statement on goals and values is integral to all aspects of Exsportise. Staff members at all levels were able to articulate how the 'team orange' approach informs all that they do.

M2 The management team has very clear objectives for the future of the organisation. These objectives are SMART and relate directly to the organisation's goals and values.

M3 The structure of the organisation is clear and widely displayed with photographs in centres. Staffing levels in centres are more than sufficient, and succession planning is well supported through effective job shadowing opportunities.

M4 Communication is very efficient, using both formal and informal channels. There are regular minuted meetings, and good use made of messaging apps both within centres as well as between them. Daily reporting from centre managers and regular visits from HO staff ensure that the entire team are well informed and engaged.

M5 Feedback systems for students are very comprehensive. Feedback is sought on a weekly basis, action taken is swift and record keeping is good. Staff are kept informed of relevant feedback and it was evident that all feedback is systematically analysed and used to inform improvements.

M6 Staff are asked for feedback within two weeks of starting, and this information is analysed and used to identify where support is needed, and future improvements could be made. They also provide feedback after the courses have finished.

M7 The business plans and objectives provide ample evidence of a very comprehensive review cycle informed by multiple data sources, including both student and staff feedback. The self-evaluation document was completed in great detail.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

### Comments

M8 Suitable HR policies are in place and staff spoken to all felt well valued and supported. Whilst courses are running, staff receive weekly emails offering CPD opportunities as well as an invitation to request further support if required.

M10 Recruitment procedures are clearly effective with a thorough interviewing process, efficiently managed through a new database. These procedures have resulted in the strong teams, particularly management, seen in both centres visited.

M11 Induction procedures are very thorough, and all staff agreed that they felt prepared to take up their roles at the end of them. Checklists and quizzes are used as aids to help centre staff digest the great deal of information that is necessarily involved.

M13 The CPD record shows that both at HO and in centres there are many opportunities for professional development. For non-teaching centre staff, most formal CPD happens during induction, but there are also good opportunities for career progression as returning staff take on new roles and responsibilities.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good 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 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength

M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 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
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Strength

#### Comments

M14 Students and their representatives receive a very high level of customer service. This is key to the ethos of the organisation and was confirmed in focus groups and in recorded feedback.

M15 Comprehensive information is provided to parents and agents before students arrive. This includes agent packs, parent guides, as well as the opportunity for parents to book individual video calls with HO staff.

M16 Enrolment systems are clear and effective, and assistance is available in a number of languages from HO staff. All agents are visited annually and advised on updates.

M19 Conditions under which a student may be asked to leave the course are made explicit in parent guides and via the student portal. There is a clear staged process in place designed with the interests of all students in mind.

M20 The complaints procedure is clear and the ultimate option to escalate a concern to an external body is included. This is supported by more student-friendly information available in centres via induction presentations and posters identifying who a student should speak to if they are not happy with an aspect of their stay.

Publicity	Area of strength
M21 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.	Strength
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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.	Strength
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

Publicity comprises a website, brochure, and a number of social media channels. The website is considered the main form of publicity.

M21 The website provides very detailed information on all aspects of the provision. This is supported by many photographs and videos that are fully representative of the student experience.

M22 The publicity is well written, and the website is translated into the languages of eight major markets.

M23 Information on courses is particularly detailed with a page for each course. This includes all required information as well as benefits of taking the course, and sample lesson plans.

M25 The description of the level of care given to under 18s is provided in the form of a very useful parent's guide, which includes links to the safeguarding policy.

### Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
P2 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
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength

P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

#### Comments

P1 The safety and security of students on the premises are well provided for. Centres are comprehensively risk assessed, with close liaison between the school and the hosting organisations. The risk assessments are scrutinised by an external body.

P2 The premises are in an excellent state of repair and cleanliness, providing both students and staff with a very comfortable environment, including external areas.

P4 Both centres visited have very good-sized canteens with welcoming staff.

P5 Branding is used to very good effect to create a sense of identity at the camps. Wayfinding signage was suitable and excellent use is made of noticeboards for the display of general information.

P6 Staff have very suitable places in which to work. Teachers benefit from large, bright teachers' rooms and good-sized offices are provided for administrative staff.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

P8 Teachers have a well-chosen range of materials to draw on. These are appropriate to the different parts of the English language programme, and very well organised.

P9 Educational technology is well maintained and teachers reported that they receive good support and training in its use.

### Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

#### Comments

The academic staff team has a professional profile (qualifications and experience) that is appropriate to the organisation's context. Exsportise has a policy of recruiting DoSs that are either TEFLQ or have completed the majority of a TEFLQ course. They are supported by the TEFLQ academic advisor from HO. The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength

T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Not met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength

#### Comments

T5 There is good cover for absent teachers with the academic administrative assistant as well as the DoS available. Teachers can also be sent from other centres when appropriate.

T6 Continuous enrolment is managed to the benefit of both new and existing students and teachers are given effective support and resources to facilitate this.

T8 All teachers commented on the availability and helpfulness of their DoSs. The introduction of the academic administrative assistants has enabled the DoSs to focus much more time on supporting their teaching teams.

T9 Although teachers spoke positively about the constructive nature of the observation procedures, a number of teachers had not been observed by a TEFLQ academic manager during their time at the centre.

T10 CPD for teachers has been very popular, and well informed by the particular needs of the teachers in each centre. Peer observation is part of this, and many teachers have found this useful.

Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

#### Comments

T11 Course design is based on very clear principles and aligns closely with the organisation's ethos and values. Materials have been matched to the syllabus and study and learning strategies are well integrated.

T12 Support staff receive useful input to ensure that they interact well with those speaking English as a foreign language, thereby helping students to develop their skills outside the classroom during activities and excursions.

T13 Course design is reviewed annually in the light of staff and student feedback and evidence was seen of appropriate action taken in response to this.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

T16 Monitoring of student progress is very effective with weekly progress tests and progress reports produced for all students.

T17 Students are helped to identify their learning needs by way of an attentive academic team as well as weekly questionnaires which help to identify those who may be in need of extra support or challenge.

#### Classroom observation record

Number of teachers seen	8
Number of observations	9
Parts of programme(s) observed	All

**Comments**

One teacher was observed twice as they were teaching at both centres on the days of inspection.

<b>Teaching: classroom observation</b>	<b>Met</b>
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Strength
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

**Comments**

T19 Teachers provided mostly accurate models of spoken and written English and explanations were clear and suitable for the students' level.

T20 Student profiles were seen for all classes, showing a good understanding of individual learner's needs. The tasks given to students were mostly appropriate to their capabilities.

T21 Learning outcomes were well expressed and, in most cases, they were clearly displayed in classes. The staging of the lessons was logical and appropriate in most segments seen.

T22 A range of teaching techniques was seen. This included elicitation, nomination of individuals, mime, the use of time limits, and checking of instructions. In stronger segments, teachers checked students' understanding through well-chosen concept checking questions.

T23 All teachers managed the learning environment very well. Good use was made of bright pictures and video material, with clear and helpful board work. In the strongest segments, good use was made of classroom space with dynamic activities.

T24 Teachers generally handled feedback on errors satisfactorily. Some lesson plans included a dedicated stage for a delayed focus on student errors. Praise was appropriate in all cases.

T25 The evaluation of learning was achieved by way of checking and production stages in most lessons.

T26 In all classes seen, there were high levels of engagement and teachers created a very positive learning environment. Enthusiastic teachers using student's names, gesture, and good voice projection all contributed to this.

**Welfare and student services**

<b>Care of students</b>	<b>Area of strength</b>
W1 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
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Strength



**Comments**

W1 A detailed emergency plan sets out procedures for lockdown, emergency evacuation and school closure. Specialist advisors were involved in its composition. Members of the emergency team are identified and sections of the plan relate specifically to medical emergencies. All staff and students are well informed on what actions to take in case of any emergencies on and off site.

W2 There is a large number of available staff who can provide ongoing, high-quality pastoral support for students. Every student is assigned to a house parent, who provides ongoing care and support. Widely displayed QR codes allow students immediate access to support, and any cases or incidents are recorded on a centralised database easily accessible to relevant staff.

W3 The code of conduct, parent/student handbooks and welcome induction promote tolerance and respect. Respect for others is a key feature of each centre's way of working. Appropriate posters are on display, and there are anti-bullying policies for both staff and students.

W5 There is a comprehensive parent/student handbook which includes extensive information on life in the UK, including personal safety, UK law and other useful points. Transfers to and from each centre are managed by the school with detailed guidelines on accompanying staff responsibilities. Students do not have to wait more than two hours between arrival and the departure of the coach to their centre.

W6 There are two appropriately qualified medical staff at each centre to deal with any health requirements. All students are interviewed on arrival to ensure that the centre has a clear picture of any medical needs. The school also has a designated sick room where care and supervision are provided by the medical staff.

<b>Accommodation</b> (W7–W18 as applicable)	<b>Area of strength</b>
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

**Comments**

W9 Inspection of accommodation is thorough and effective with head office staff visiting the host schools outside the summer period. Official checklists are used to facilitate inspections and all details are recorded in writing and held on a central database.

W10 Students and parents receive written confirmation of accommodation booked, giving clear, detailed and accurate information about sharing possibilities and the various options available. There is additional information on the roles of the house parents and the level of care and supervision provided.

W11 Close attention is paid to any problems that students have with their accommodation. There is a mid-week satisfaction questionnaire which indicates any problems. These are acted on immediately by the accommodation officer and all actions taken are recorded. House parents routinely check early on during the students' stay how they are getting on. Posters telling students who they need to talk to, if they have any issues with their accommodation, are displayed around the school site.

W13 Feedback on the food provided is positive. Host school staff are all very helpful and friendly and very keen to meet the needs of individual students. Requests for more or less of a particular food or ingredient are always met.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

**Comments**

None.

<b>Accommodation: other</b>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
<b>Comments</b>	
None.	

<b>Leisure opportunities</b>	<b>Area of strength</b>
W19 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
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength
<b>Comments</b>	

W20 The content of the leisure programme is fully tailor-made depending on the wishes of the students and planned before they arrive. Careful steps are taken to match activities to the ages of the students and there is a wide variety of evening events, which follow a four-week timetable.

W21 Leisure programmes are fully funded and organised by specialised, professional staff before students arrive. Students also have the possibility to change their training interest, if they stay for more than one week.

W22 There are comprehensive risk assessments and detailed procedures for all on-site and off-site activities which are regularly updated, based on feedback from staff and students. In addition to the availability of fully-qualified first aiders, all staff receive some basic training as part of their induction.

W23 There are very good arrangements in place for the supervision of sporting and leisure activities. Each afternoon activity is organised by a qualified, specialist coach and the organisation of evening activities is planned with an experienced manager from head office.

## Safeguarding under 18s

<b>Safeguarding under 18s</b>	<b>Area of strength</b>
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	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.	Met
S7 There are suitable arrangements for the accommodation of students.	Strength
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met
<b>Comments</b>	

All students are under 18. At Worth School there were 65 students with a maximum age of 16 and a minimum age of nine. At Clayesmore School there were 21 students with a maximum of age of 15 and minimum aged of nine. No

exceptions to these age ranges are permitted, and advertised ages are linked to the suitability of any campus being used.

S1 A comprehensive and accessible safeguarding policy is available on the school's website and simplified versions of it can be found in handbooks. A specialist consultant was hired to tailor-make the policy to the needs of the students and increase its relevance and accessibility.

S2 The safeguarding policy is issued to all staff at induction and when it has been updated. As well as having completed online training, staff all sign to say the policy has been read and understood, and that they will adhere to all procedures specified. Safeguarding training is in addition, a key part of staff induction and regular staff meetings. Specific safeguarding scenarios training is provided by an external specialist.

S5 All lessons and activities are compulsory and any absences or lateness are followed up immediately. Visiting parents or guardians are always supervised, as are any adults who may be on site for unforeseen reasons. There is a high ratio of staff to students.

S7 Staff are accommodated in the same boarding houses as the students and are spread out for extra supervision and security. Bed-time registers ensure that all students are present and in the correct rooms. House parents are in overall charge of the students in their boarding houses, implementing and updating comprehensive risk assessments as relevant. Any staff called out on duty overnight are given time off in lieu as soon as possible.

### 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: multicentre

Inspection history	Dates/details
First inspection	2007
Last full inspection	2018
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	Sister company: British Summer School (accredited by extension 2022, own inspection 2023 and since then independent of Exsportise)
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	1988
Ownership	Name of company: Exsportise Ltd Company number: 2330930
Other accreditation/inspection	N/a

### Premises profile

Address of Head Office (HO)	Aberdeen House, South Road, Haywards Heath, West Sussex RH16 4NG
-----------------------------	--

Name and location of centres offering ELT at the time of the inspection but not visited	Teikyo School, Framewood Road, Wexham, Buckinghamshire SL2 4QS, Seaford College, Lavington Park, near Petworth, West Sussex GU28 0NB
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	Oundle School, Milton Road, Oundle, Northamptonshire PE8 4AQ

## DATA ON CENTRES VISITED

<b>1. Name of centre</b>	Clayesmore School
<b>2. Name of centre</b>	Worth School

Student profile	Totals at inspection: centres visited				
	1	2	3	4	5
Centres					
<b>ELT/ESOL students</b>	At inspection				
18 years and over	0	0			
17 years and under	22	101			
<b>Overall total</b>	<b>22</b>	<b>101</b>			
U18 programmes: advertised minimum age(s)	9	9			
U18 programmes: advertised maximum age(s)	15	16			
Predominant nationalities	During inspection weeks: German, Spanish, Italian (Worth), American/British, Japanese (Clayesmore)				

Staff profile at centres visited	At inspection				
	1	2	3	4	5
Centres					
Total number of teachers and academic managers on eligible ELT courses	5	6			
Total number of activity managers and staff	13	18			
Total number of management (non-academic) and administrative staff	4	4			
Total number of support staff	6	7			

### Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years' relevant experience	0	0			
Academic managers without TEFLQ qualification or 3 years' relevant experience	1	1			
<b>Total</b>	<b>1</b>	<b>1</b>			

### Comments

All DoSs have completed at least two out of three modules of a qualification leading to TEFLQ and are supported by the Academic Advisor (TEFLQ plus 20 years relevant experience – including 15 summers with Exsportise). The DoSs are not scheduled to teach and only provide cover.

### Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification/profile	1	0			
TEFLI qualification (includes relevant QTS)	3	5			

ATEFL portfolio in progress	0	0			
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0	0			
Holding specialist qualifications only (for ESP/CLIL)	0	0			
Alternative professional profile	0	0			
<b>Total</b>	<b>4</b>	<b>5</b>			

**Comments**

None.

**Accommodation profile**

**Numbers of students in each type of accommodation at time of inspection: at centres visited**

<i>Arranged by provider/agency</i>	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	N/a	N/a				0	0			
Private home	N/a	N/a				0	0			
Home tuition	N/a	N/a				0	0			
Residential	N/a	N/a				21	100			
Hotel/guesthouse	N/a	N/a				0	0			
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a				0	0			
<i>Arranged by student/family/guardian</i>	Adults					Under 18s				
Staying with own family	N/a	N/a				1	1			
Staying in privately rented rooms/flats	N/a	N/a				0	0			
	Adults					Under 18s				
<b>Overall totals</b>	0	0				22	101			

Centres	1	2	3	4	5
<b>Overall total adults + under 18s</b>	<b>22</b>	<b>101</b>			

**Items requiring early action**

N/a