

Organisation name	International House, Torquay
Inspection date	25–27 June 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 International House, Torquay in June 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 school offers courses in general English adults (18+) and young people (16+) and under 18s.

Strengths were noted in the areas of strategic and quality management, staff management, student administration, publicity, premises and facilities, learning resources, academic staff profile, academic management, 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

International House Torquay has been in operation for over 40 years. Previously named Torquay International School, the school took on the International House name in 2019 in order to raise its profile.

The school caters mostly for students enrolling from overseas. It offers courses for adults and young learners throughout the year, including vacation courses for juniors. Closed groups are accepted throughout the year, and there are also parent and child courses. Most students study part time for approximately one month during the school year. In the summer, students stay on average for two to three weeks. Accommodation is offered year round, as are leisure programmes for students in general, and for closed-group courses.

Since the last inspection, school operations were suspended for almost two years due to the global pandemic, and most staff left the school and new staff were hired. The school director now has ultimate responsibility for the management of the school due to the restructuring of the senior management team.

The inspection took place over three days. Two inspectors held meetings with the owner/director, school director, director of studies, assistant director of studies, admissions officer, accommodation officer, who is the designated safeguarding lead (DSL), and the social programme organiser. All teachers timetabled during the week of the inspection were observed, and focus group meetings were held with teachers, leisure programme staff, group leaders, and with three groups of students. One inspector visited three homestays remotely, as well as visiting the school's partner hotel, and a self-catering apartment.

## Address of main site/head office

15 St Marychurch Road, Torquay TQ1 3HY

## Description of sites visited/observed

The school occupies a single site, a short walk from the centre of Torquay. The ground floor of the main building contains the reception area, offices, the staffroom, the student lounge, and four classrooms. There are a further six classrooms on the second floor, and a quiet study room is located in the attic. An additional classroom can be accessed from outside the main building. Set slightly apart from the main building, there is a block of three classrooms which can be used for closed groups, and a block of four further classrooms where small-group and one-to-one classes are taught. Outside the student lounge in the main block is a decked patio with seating, which leads on to established gardens and a lawned area.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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

The school offers a variety of courses. Most students follow either a general English course (all levels, 16+) or a Max 4 course (maximum four students, aged 30+) or Discover Devon (for students aged 50+), other options being examination-preparation courses, legal English, English and golf, English and wellbeing. English for families courses, which run throughout the year, are designed for one or more children (minimum age 6) with an accompanying parent enrolled on an adult course; the children join an existing group of an appropriate age or are taught separately. One-to-one classes are also available. In summer, and winter the school operates a vacation programme for young learners. Outside the summer period, closed groups of young learners are taught in a designated area of the main school.

---

At the time of the inspection the following courses were running: general English for students aged 16+, Max 4, Discover Devon, closed groups for under 18s, a legal English course and one-to-one classes

---

### Management profile

The school director heads a management team consisting of the director of studies, assistant director of studies and quality assurance manager.

---

### Accommodation profile

All accommodation is managed by the school. Homestay accommodation is available on a half-board basis, with single or twin rooms. The school's partner hotel exclusively offers single and double ensuite bedrooms with continental breakfast. There is a separate guest kitchen with facilities for students who want to cook their own evening meal. The school's premium apartment offers accommodation comprising two double ensuite bedrooms with a kitchen/dining/living area. The hotel accommodation is not available to students under 18 years of age. The apartment is available to over 18s and children accompanying parents on the family courses.

---

### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates effectively to the benefit of the students and in accordance with the provider's very clearly stated goals and values, and their publicity. The structure of the organisation is well established, communication is very good and student administration is carried out very efficiently and effectively. *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 premises are clean and attractive and provide students and staff with a comfortable, pleasant and professional environment for work and relaxation. There are appropriate health and safety measures and checks in place. A good range of learning resources is available and appropriate to the age and needs of the students, and there are excellent resources for teachers. Guidance on the use of these resources is provided for students and staff where needed. *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 academic staff team has a professional profile appropriate to the context. Courses are designed to meet the needs of students and are clearly articulated and understood by staff. Students' learning is very well supported throughout their course. Teachers receive very good support, and courses are managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, 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 under the age of 18 at school and in the leisure activities and accommodation provided. *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.	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.	Strength

#### Comments

M1 The school has a very clear mission statement which has been developed with input from staff and students. The statement is founded in the values of the school which are clearly articulated by managers, and are shared with all stakeholders in documentation, handbooks and on the school's website.

M2 There are clear comprehensive objectives and plans in place for the school's future, and these relate to its values and goals. Plans are specific and measurable, and assigned to relevant staff members.

M3 The structure of the organisation is very clear and is visible in documentation, on the website and throughout the school building. There are excellent systems in place for staff support and training and for succession planning.

M4 A range of channels is used to ensure very effective communication with all stakeholders. Students, staff, homestay hosts and group leaders all commented very positively about the school's communication.

M5 Student feedback is collected in a variety of ways at different points during the students' stay. Feedback return rates are high, and there is good evidence that it is analysed and acted upon.

M7 There are very good systems in place for reviewing systems, processes and practices. The systems incorporate student and staff feedback, as well as feedback and input from a range of industry experts and organisations.

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.	Strength
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 the school provides a structured nurturing work environment, including an employee assistance programme, flexible working options and effective systems for communicating and updating human resources policies. As a result of this, staff feel valued and supported.

M10 There are comprehensive procedures in place for recruitment, including a rigorous application and interview process. Recruitment documentation is organised and complete.

M11 There is a thorough induction for all staff. The process is personalised to the individual and their role, and there are good opportunities for line managers to check in with inductees, and vice versa.

M12 Appraisal systems are robust and are consistently implemented. The procedures are integral to the organisation's culture and are applied to all staff, including the director/owner.

M13 CPD is a well-established part of the organisation. There is a clear rationale and a defined budget to support training and development. All staff are engaged in professional development and records are kept up to date.

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.	Strength
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 The school provides very high levels of customer service. This was evidenced in feedback from staff, students, group leaders, and in examples of communications with students and their representatives. The culture of the organisation is guided by customer satisfaction, and staff are provided with training to support this.

M15 Students receive comprehensive clear pre-course information through email communication and via the school's very informative website. In addition, the school ensures that students receive useful advice throughout their stay.

M16 The enrolment team and the database ensure that information is accurate and accessible. Students and group leaders were positive about enrolment procedures and the support and help provided by support staff.

M18 Students are given very clear guidelines regarding attendance and punctuality, and the students in the focus groups had a clear understanding of the school's expectations. In addition, there is good evidence that follow-up action is taken by the school when attendance drops below the required level.

M19 The code of conduct and exclusion policy are clearly communicated in handbooks, on noticeboards and during induction, ensuring that students have a very good understanding of behaviour which could lead to exclusion.

M20 The procedure for complaints is written in accessible language, and is available to students in handbooks, on noticeboards and on the website. The school keeps detailed records which demonstrate that complaints are taken seriously.

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.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
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.	Strength
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

### Comments

The main medium of publicity is the website. Condensed printed brochures are also available for the most popular current courses. In addition, the school has a presence on social media platforms.

M23 Information is clear, accurate and easy to find. Course descriptions are detailed and consistently presented across the programmes offered by the school.

M25 The section of the website devoted to care and support for under 18s gives a comprehensive overview of arrangements for students aged under 18, and the consent that parents give when they enrol their children on courses.

M26 Information about all forms of accommodation is clear and comprehensive. It includes photographs of accommodation which is in use, and testimonials from students.

## 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.	Met
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.	Met

#### Comments

P1 There are full records of routine checks in place for the school's premises and for those of external providers. High levels of training are provided for staff to ensure that physical spaces are safe and secure and that there is a strong culture of health and safety within the organisation.

P4 The student lounge and patio space provide spaces for students to relax and eat. The spaces are comfortable, welcoming and well used by students.

P5 There is clear consistent signage throughout the premises. Information is useful, welcoming and up to date.

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.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

P8 A wide range of resources is available for teachers, including well organised digitally stored in-house materials allocated for particular courses and levels. Subscriptions to electronic resources are also available.

P9 There is a good range of technology in classrooms. It is well maintained and used regularly and confidently.

P10 There is a virtual learning environment (VLE) which is integral to most students' courses. The self-access library is well stocked.

## Teaching and learning

Academic staff profile	Area of strength
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 clearly appropriate to the school's context. The academic management team is well qualified and the teaching team has a range of experience and qualifications which is highly relevant to the course profile. The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength

T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
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.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
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.	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

T4 There is a clear rationale for the deployment of teachers, linked to their skills and experience. Timetabling has been adapted to be responsive to student feedback and needs.

T6 There are excellent systems in place to ensure that teachers receive guidance about continuous enrolment. There is advice in the teacher handbook, including activities which can support the integration of new students. In addition, teachers are provided with a needs analysis of new students joining their classes.

T7 Teachers receive a comprehensive induction prior to starting work, including opportunities to observe classes. When they commence employment, they have a buddy to support them, as well as regular check ins with the academic management team.

T10 The school demonstrates a strong commitment to CPD for teachers, and provides a range of opportunities both internally and externally, including the funding of teacher training courses. Teachers are encouraged to undertake peer observations.

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.	Met
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.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Strength

#### Comments

T12 There are systems in place to ensure the integration of the local environment with course content. Students are systematically given homework which focuses on life in the UK.

T14 Written course outlines are available to students in classrooms and on the VLE. Teachers refer to these through the learning week, and students are encouraged to reflect on them.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
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

T15 Students take a placement test online prior to their arrival, and then have an oral interview either before arrival or on their first morning. This ensures that class composition is homogeneous and that any additional needs are identified.

T16 Weekly tests, the VLE and monthly tutorials ensure that students' progress is monitored and recorded regularly, and that students have a good understanding of their achievements and targets.

T17 Students' needs are identified through the detailed needs analysis which is carried out during induction. There are clear procedures in place for students who wish to change levels, and staff are well equipped to work with students with additional needs.

### Classroom observation record

Number of teachers seen	14
Number of observations	14
Parts of programme(s) observed	General English including Max 4, Discover Devon and young learner closed groups.
<b>Comments</b>	
None.	

<b>Teaching: classroom observation</b>	Met
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.	Met
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 The majority of teachers were knowledgeable about phonological and linguistic systems and provided clear, relevant, concise explanations of language.

T20 All lesson plans included a class profile, and in stronger segments, there was a clear connection between the lesson plan and individual student needs. In general, the content and topics of lessons were appropriate to the needs, level and cultural background of the students.

T21 The majority of plans identified learning outcomes, which were shared with students. However, a minority of teachers listed activities rather than outcomes.

T22 There was a good range of appropriate techniques utilised by teachers including prompting, nomination and questioning. These techniques were effectively aligned with the lesson content and objectives and the needs of the students.

T23 There was effective use of interactive whiteboards in the majority of classes. Authentic and coursebook resources were adapted appropriately. In general, classroom spaces were well utilised.

T24 The monitoring of performance was generally effective, and teachers provided students with useful feedback. Praise was used appropriately by all teachers, and in stronger segments, there was very good use of on-the-spot, delayed, peer and self-correction.

T25 Where lessons were coursebook led, there was a logical progression to lessons, including opportunities for students to build on their prior learning. In stronger segments, students were made aware of how they would be assessed and were given opportunities to reflect on their own learning.

T26 Teachers were consistently friendly, positive and inclusive in their manner. There was an excellent learning environment in nearly all classes, and teachers were supportive and sensitive to individual and group needs.

### Welfare and student services

<b>Care of students</b>	Area of strength
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. Members of the emergency team are identified. All staff have been issued with a card containing the contact details of the members of the school's emergency response and crisis management team. Staff, students, homestay hosts and agencies are briefed appropriately.

W2 There is a large number of available staff who can provide ongoing, high-quality pastoral support for students. The pastoral care policy is read by all staff and homestay hosts and staff are encouraged to refer any problems to the DSL. There is a poster called 'If you have a problem' in every classroom directing students to report any concerns to the relevant member of staff.

W3 The code of conduct and student handbook promote tolerance and respect. The code of conduct for students has a section on behaviour towards others, informing them that all students and staff are expected to treat everyone equally and fairly. Appropriate posters are on display, and there are anti-bullying policies for both staff and students.

W5 There is a comprehensive student handbook which includes extensive information on life in the UK including personal safety, UK law and medical advice. The enrolment confirmation letter also includes a link to the student handbook and to a travel to Torquay section.

W6 Information about medical and dental practices and NHS rights are in the student handbook and on display around the school. Arrangements exist with local providers of medical and dental services. Medical kits are issued to all activity leaders and a member of staff accompanies any student who needs treatment to the doctor or hospital. The school also has a designated sick room.

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
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.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

#### Comments

W7 The three homestays visited were all of a very good standard. Hosts were friendly and evidently take a close interest in their students. The school's partner hotel offers accommodation in twelve ensuite bedrooms and students have use of a lounge, kitchen, licensed bar and patio. The premium apartment is of a very high standard and is located close to many local amenities.

W9 Inspection of accommodation is thorough and effective. The accommodation and welfare officer completes application forms with the prospective hosts and they are revisited every year, with intermittent spot checks also being carried out. All records of accommodation health and safety requirements are up to date and retained at the school.

W10 Written confirmation of accommodation booked is accurate and contains a pen portrait of the hosts, family members and any pets. Clear directions to the school, access to a map and full contact details of their host are sent to students. Particular attention is given to the needs of junior students. Bus passes are provided free of charge if students are placed more than a 30-minute walk from the school.

W11 Close attention is paid to any problems that students have with their accommodation. On their second day students complete a satisfaction questionnaire which indicates any problems. These are acted on immediately by the accommodation officer and any action taken is recorded.

W12 Homestay hosts receive comprehensive information. This includes the homestay handbook, guidelines and codes of conduct which are reviewed annually, or in line with changes to legal responsibilities and feedback from clients. Outstanding student feedback is shared on a weekly basis with hosts with a small gift being made in recognition of successful provision.

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

#### **Comments**

All the criteria in the above area are fully met.

<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

#### **Comments**

All the criteria in the above area are fully met.

<b>Leisure opportunities</b>	Area of strength
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.	Strength
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.	Met
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

#### **Comments**

W19 Very comprehensive information about leisure opportunities is available to students. Information points in the school provide details about local activities and places of interest. In addition, the student handbook includes extensive information for students on what to do in their free time. The 'Things to do in Torquay' page features a number of popular tourist attractions as well as information on year-round events and festivals.

W20 The content of the leisure programme for all groups is wide and varied. The Discover Devon 50+ course includes a daily activity programme which is well tailored to the interests of this age group. Activities for juniors are imaginative and pre-planned with the group organisers.

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. Activity leader checklists include emergency procedures and further essential information.

W23 There are very good arrangements in place for the supervision of sporting and leisure activities. Activity leaders are provided by a specialist sports provider, with all staff being qualified, experienced and trained to a professional standard.

### **Safeguarding under 18s**

<b>Safeguarding under 18s</b>	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength

S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
S7 There are suitable arrangements for the accommodation of students.	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

During the inspection two students aged 16–17 were enrolled on an adult course, and 57 students aged under 16 were participating in a mini-stay closed group course. The Young Learner (YL) summer courses accommodate groups of students aged 12–17 and individual students aged 14–17.

S1 A comprehensive and accessible safeguarding policy is available on the school's website and simplified versions of it can be found in all handbooks. There is a fully trained safeguarding team with a designated safeguarding lead. All members of the team are trained to specialist level. There is also regular contact with the local authority who provides details of the referral pathway for managing allegations.

S2 The safeguarding policy is issued to all staff at induction or when it has been reviewed and updated. As well as having completed online training, staff all sign to say the policy has been read and understood, and they will adhere to all procedures specified. Homestay hosts are also required to complete online basic level safeguarding and are given face-to-face training by the DSL at evening safeguarding social events. Group leaders are all given a simplified version of the policy which they are asked to sign.

S4 The school has a very strict safer recruitment policy and the management have undertaken specialist safer recruitment training. All checks are thoroughly completed and consistently documented. Names and addresses of any newly recruited homestays are sent to the local authority DSL for additional checking.

S5 A card system outside each classroom indicates any student absences which are followed up within 10 minutes. A missing person procedure is known to all staff and homestays. Students aged 16 and 17 on adult courses are monitored by the welfare officer, wear wristbands and have a weekly pastoral care tutorial.

S6 Rules and safety arrangements for under 18s are clearly set out and made clear to students before arrival and at enrolment. Risk assessments cover all unsupervised time during the day and at the end of evening activities. Under 18s on adult courses must also provide parental consent for any evenings or weekends they wish to spend away from their homestay.

### 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	1984
Last full inspection	2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	1972
Ownership	Name of company: Torquay International School Company number: 08737177
Other accreditation/inspection	N/a

#### Premises profile

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

Student profile	At inspection	Estimate at peak
	At inspection	July
<b>ELT/ESOL students</b> (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	46	95
Full-time ELT (15+ hours per week) aged 16–17 years	2	10
Full-time ELT (15+ hours per week) aged under 16	0	120
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	57	0
<b>Overall total</b> ELT/ESOL students shown above	<b>105</b>	<b>225</b>
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	28–42	24–32
Adult programmes: typical length of stay	3–5 weeks	2–4 weeks
Adult programmes: predominant nationalities	Swiss, German, Omani	Swiss, German, French
Junior programmes: advertised minimum age	12	14
Junior programmes: advertised maximum age	18	17
Junior programmes: typical length of stay	5 nights	2–3 weeks
Junior programmes: predominant nationalities	Spanish, Czech, German	Spanish, Brazilian, Italian

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	13	20
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 20 hours a week	10	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	2	

#### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers

TEFLQ qualification and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2

#### Comments

During the week of the inspection, the assistant director of studies taught 15 hours. On average over the year, she teaches 8 hours per week.

#### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	7
TEFLI qualification	7
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	14

#### Comments

This includes the assistant director of studies.

#### 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	36	59
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	1	0
Independent self-catering e.g. flats, bedsits, student houses	1	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	2	0
Staying in privately rented rooms/flats	6	0
Overall totals adults/under 18s	46	59
Overall total adults + under 18s	105	

#### Items requiring early action

N/a

#### Points to be addressed

None.