

Organisation name	International Projects Centre (IPC), Exeter
Inspection date	28–30 July 2015

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

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

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited International Projects Centre in July 2015. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s, and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in professional English for adults (18+), for closed groups of under 18s and vacation courses for under 18s.

Strengths were noted in the areas of staff management, student administration, teaching and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	2006
Last full inspection	2011
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	April 1998
Ownership	Limited Company
Other accreditation/inspection	N/a

Premises profile

Address of main site	7 Colleton Crescent, Exeter EX2 4DG
Details of any additional sites in use at the time of the inspection	Exeter School (Junior School), used for 2 week period, approx. 11 rooms used
Details of any additional sites not in use at the time of the inspection	Haven Banks Outdoor Activity Centre, Haven Rd, Exeter, used for 2 weeks over summer, max 4 rooms used Exeter City Football Club, St James' Park, Stadium Way, Exeter EX4 6PX
Profile of sites visited	<p>International Projects Centre's (IPC) main school and headquarters is in a large, late-Georgian terraced building which is situated above the quayside of the river Exe. There is easy access from the school to the quay area, where there are many bars, restaurants and souvenir shops. The centre of Exeter is a 15 minute walk away. There are eight classrooms spread over four floors. The main office and reception area is located on the second floor. There is a large student common-room in the basement of the building and a student kitchen on the ground-floor. The staff relaxation room and kitchen is on the second floor. The property is owned by the school.</p> <p>Exeter School is an independent day school situated a 20 minute walk from the main IPC premises. IPC has use of the junior school building with 11 classrooms, a staff room and kitchen, and a room for resources. Adjacent to the teaching building there is large assembly hall which can be used for indoor activities and two outside areas, one with picnic tables.</p>

Student profile	At inspection	In peak week July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL Students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	66	66
Full-time ELT (15+ hours per week) aged 16–17 years	30	30
Full-time ELT (15+ hours per week) aged under 16	119	119
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total of ELT/ESOL students shown above	215	215
Minimum age	12	12
Typical age range	12–55	12–55
Typical length of stay	2 weeks	2 weeks

Comments

The school offers a programme of two week Erasmus+ funded teacher development courses at its main premises (HQ) throughout the year. For eight weeks in July and August the school runs a summer school for junior students in rented premises in Exeter which comprises 15 hours of general English and a full programme of activities and excursions. The summer school groups come for two weeks. During the inspection the course was running at Exeter School, a local independent school. The school also organises tailor-made closed group junior courses during the academic year. Most of the junior groups are brought by group leaders who have previously followed a teacher development course.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	21	149
Private home	0	0
Home tuition	0	0
Residential	34	0
Hotel/guesthouse	6	0
Independent self-catering e.g. flats, bedsits, student houses	5	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s		
	66	149
Overall total adults + under 18s	215	

Introduction

The school is owned by the principal, and the main area of business is the provision of EU funded teacher development courses, which are run throughout the year. Since the last inspection, there have been changes to the funding of these courses. This resulted in a drop in enrolments in 2014, but the situation this year has improved. One of the main changes is the drive to recruit more subject teachers and this has led to an increase in demand for CLIL courses. The school is responding to the changing profile of course participants by organising courses with a greater language content, and providing courses for course participants with a low level of English language skills.

There has been a decrease in the number of closed group junior courses organised on demand during the academic year.

The inspection lasted two and a half days. Meetings were held with the principal, the academic manager (AM), the centre manager (CM), the accommodation and welfare officer, the enrolments manager, the senior activity leader, the senior guide, the caretaker and the bursar at Exeter School. Focus groups were held with the teacher trainers (trainers), the summer school teachers, the course participants (CPs), the junior students, the group leaders (GLs) on the junior programme and the junior activity staff. One inspector visited three homestays, two IPC shared houses and two residences.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

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

Comments

M2 The management structure is clear and staff are able to cover for other roles to ensure continuity at all times.

M4 The main office at IPC HQ is open plan, which results in a high level of informal communication between staff. In addition there are more formal meetings held at the beginning and the end of busy periods, which involve all staff. Regular administration meetings are held at the summer centre, and the AM is in regular communication with all the teaching staff both formally and informally. The AM and CM have daily meetings, and additional administration meetings to go over procedures.

M6 The employee files are well organised and have all the relevant documentation in place. Trainers are employed on a course by course basis.

M7 Induction procedures are thorough and comprehensive. Summer school teachers receive a full-day induction, there is a two-day induction for activity staff, and procedures are in place for any late arrivals. Trainers are required to observe a part of, or a whole course before teaching it. All staff spoke very highly of the induction process and felt well prepared for their roles.

M8 There are clear procedures for monitoring all staff. An appraisal system is in place for administration staff. Summer course teachers are offered appraisals which allow for personal development within the organisation.

There is currently no formal appraisal system for trainers, but the AM talks regularly to all the training staff.

Teachers and trainers commented positively on the systems in place.

M9 Staff are offered opportunities to undertake relevant training for their positions. Funding and support is available for outside courses. Activity staff all receive basic first aid training as part of induction, and all staff attend sessions on safeguarding.

Student administration

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

Comments

M11 The enrolments manager is TEFLI and is clearly able to advise course participants (CPs) about course choices before arrival. The AM is very proactive in providing advice during teaching training courses to CPs.

M12 There was consistently good feedback from both CPs and GLs on the enrolment process and the assistance provided by the office staff.

M13 Next of kin contact details are kept in paper form and are accessible at all times to relevant staff.

M14 The attendance policy is effective and clear follow-up procedures are in place. At the summer school, the GLs are aware of any absences at the morning assembly, and an additional check is in place as the CM or a member of the activity staff check all classes at the start of lessons. Records of attendance are included in the end-of-course certificates.

Quality assurance

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

Comments

M17 Systems, processes and practices are reviewed systematically by senior staff at the end of the summer period, and action taken is recorded. Changes to practices can be made at any time in response to CP and student feedback.

M18 CPs complete a mid-course evaluation which relates to the course, and feedback on other services is obtained early in the course. Initial feedback for summer school students is obtained through the GLs. There are end-of-course questionnaires for both programmes. Action taken is recorded.

M19 All teachers and trainers are asked for feedback at the end of every course. Action taken is recorded.

Publicity

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

Comments

The IPC website is the only form of publicity. There are currently no brochures.

M22 The publicity generally gives rise to realistic expectations. On the summer course page, photographs are only of one of the centres used.

M24 Detailed course information is available for nearly all teacher training courses. However, some of the less popular courses have more limited information.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with its publicity. Staff are effectively managed and student administration is efficient. Appropriate systems are in place to ensure quality assurance. *Staff management* and *Student administration* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The premises at HQ provide a comfortable environment for students and staff. The premises at Exeter School are appropriate for students on a summer school programme with adequate outside areas and a spacious hall for assemblies, and afternoon and evening activities.

R2 The premises on both sites are in a good state of repair, cleanliness and decoration. There is a full-time caretaker and safety officer who looks after the premises at HQ.

R3 The classrooms at HQ are adequate in size and number with tables and chairs allowing for a flexible layout, and all rooms benefit from good natural light. At Exeter School the desks provided in some of the classrooms are cumbersome and do not allow for sufficient flexibility of layout.

R4 At HQ there is a large common room for students with comfortable seating, and tables and chairs for food and drink consumption. Computers are available to students, together with magazines and information about the local area. A kitchenette is attached to the common room. There is an additional kitchen on the ground floor available to students for the preparation of hot and cold drinks and the storage of food. At Exeter School there are suitable facilities for relaxation and the consumption of food, including an outside seating area with picnic tables. Students are provided with packed lunches.

R5 Both sites have suitable signage and display facilities. At Exeter School, IPC have removable screens for the display of information.

R6 At HQ there is a small room for trainers to relax and a staff kitchen. Trainers generally prepare at home, but there are computer and photocopying facilities in the main office area. At Exeter School there is a staff room for relaxation with a kitchen area. The adjacent resources room provides desk space for teachers to prepare.

Learning resources

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

Comments

R7 There is an adequate range of learning materials for use on the teacher training courses including teacher reference books, a selection of coursebooks with some class sets, skills books, photocopiable activities, publications and journals. At the summer school resources were appropriate to the age range and included class sets of coursebooks, graded readers, photocopiable activities, communication games, pre-prepared activities and excursion worksheets.

R8 The resources are accessible and appropriately organised. Reproduction facilities are available. Teachers at Exeter School request any photocopies the day before and these are prepared by the CM.

R12 Resources are reviewed on a continuing basis and trainers and teachers are able to request additional material.

Resources and environment summary

The provision meets the section standard. The learning resources and environment support and enhance the studies of the students enrolled with the provider, and offer an appropriate professional environment for staff.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T1 One teacher does not have a level 6 qualification. The rationale was accepted within the context of this inspection.

T4 The AM is TEFLQ and the CM is TEFLI. Both have relevant experience.

T5 The CM has an appropriate level of experience and his work is closely supervised by the AM. The CM is carrying out observations (see T11). The rationale is accepted within the context of this inspection.

Academic management

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

Comments

T6 Teachers are matched to classes taking into account experience and preferences. Trainers are matched to training courses according to their professional background and new trainers are allocated to courses with a higher language input component.

T7 At summer school each class has two teachers and, where possible, more experienced and less experienced teachers are paired.

T8 The CM and the AM are available to cover unplanned absences. There are cover teachers available for planned absences.

T10 The CM, with guidance from the AM, is readily available to provide support to teachers at the summer school. The trainers receive support as required from the AM. Both teachers and trainers commented very favourably on the level of support and the availability of the academic management team. Workshops are run every week for summer teachers. Workshops are provided for trainers, who can also attend sessions run by the local director of studies association.

T11 The CM carries out observations at the summer school. Although he has appropriate experience, he is not TEFLQ. New trainers are observed on their first training course by the AM. However, some of the longer-standing members of the teacher training team have not been observed in the past twelve months.

Course design and implementation

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

Comments

T12 There are outline course descriptions for all the teacher training courses though content is in constant negotiation between the trainers and the CPs. For school groups, the content is negotiated with the group's accompanying teacher before arrival. There are broad outlines for summer school courses, and the content is negotiated with individual groups.

T13 For both the teacher training and summer programme course review is ongoing with input from trainers and teachers. Review of courses also forms part of the end of summer meeting. With the changing needs and profile of

CPs, a more in-depth review of teacher training courses is planned.

T14 Detailed course descriptions are available to CPs on the website. This is to facilitate their funding applications.

There are weekly outlines available to students on the summer courses.

T16 Both CPs and the summer school students have a programme of activities and excursions which ensures that they are naturally making use of their English language skills outside the classroom. Preparation for excursions forms part of the weekly programme for summer school students.

Learner management

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

Comments

T17 Summer school students take a placement test on the first morning, the procedures are efficient and results are recorded. School groups are assigned to classes by their accompanying teacher.

T18 CPs are able to change courses if their language level is not appropriate for their chosen programme.

Classroom observation record

Number of teachers seen	18
Number of observations	18
Parts of programme(s) observed	Teacher training and summer school programme

Comments

There were seven teacher trainers and eleven teachers on the summer school programme.

Classroom observation

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

Comments

Comments applying to the summer school programme are in bold. Although the criteria apply to the whole provision, the comments deal with the teacher training and junior provision separately.

T23 Trainers were fully aware of the linguistic systems. Good knowledge of lexical and pronunciation features were in evidence. Word stress was not always indicated on written models.

Teachers generally demonstrated sound knowledge of lexical and pronunciation systems, although on occasion the modelling of pronunciation and grammar was unstructured.

T24 Trainers effectively adapted their language to the level of their CPs.

Teachers were generally able to adapt their language to the level of their learners. In some lesson segments movement was encouraged to meet the needs of the age group and take account of learning styles.

T25 Planning was detailed and linked to appropriate learning objectives which clearly met the specific profile of the CPs, and much of the content was as a result of CP requests.

Content was generally appropriate to the age, level and interests of the learners, although sometimes the content was too complex for a low level class.

T26 All lessons had a clear structure and a logical and smooth flow of stages. Trainers signposted the progress of the lesson.

Generally planning was logical and outcomes were clear. Some lessons plans were not systematic and activity sequences were not always coherent.

T27 Classes were well managed. Whiteboards, flash cards, handouts and realia were all used very effectively. Some lessons had very professionally prepared materials which CPs were able to take home and use with their students.

A variety of resources was in evidence including handouts, prompt cards, pictures, games, songs and quizzes, which were used effectively. Not all classrooms were arranged to facilitate group work and milling activities.

T28 The teaching techniques promoted a collaborative atmosphere with trainers used as facilitators. Techniques in evidence were purposeful eliciting, pronunciation drilling with physical actions, concept questions, effective monitoring and varied error correction.

A good variety of teaching techniques was seen, including elicitation, effective monitoring, mind-maps, sensitive pronunciation correction, noting down errors for later use, review and recycling. There was infrequent use of concept questions and occasionally opportunities for error correction were missed and sometimes grammar points were not clarified to the whole class. Occasionally, reading aloud was used without apparent purpose.

T29 There was good use of group and pair work, plenty of student to student interaction and CPs were fully engaged.

Group and pair work, competitive tasks and information exchange activities were all in evidence.

Instructions were generally clear and sometimes were checked. The pace of lessons was generally good and students were engaged.

T30 The trainers knew their CPs well and worked to their strengths, while giving appropriate support where necessary. Rapport in all the classes was excellent.

There was a positive learning atmosphere and students respected their teachers. There was nominating, some personalisation and good examples of teachers drawing responses from quieter students.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory, and the majority of the segments observed were found to be good. Teachers were able to support the learning of their students through their knowledge of the linguistic systems. They were generally able to match their language to the needs of their students and lessons were well planned and generally consisted of a coherent sequence of activities. Teaching techniques were varied and resources were clearly used to enhance learning. There was a very positive learning atmosphere in all classes.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and are given good support to ensure their teaching meets the needs of the learners. Programmes of learning are appropriately managed for the benefit of students. The teaching observed met the requirements of the Scheme; *Teaching* is an area of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W4 Dealing with abusive behaviour	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 The front entrance to the IPC building has two doors, both with key pad entry, though the doors are not always shut when students are in the school. The junior summer school building at Exeter School has a strictly controlled keypad entry with a timed code which changes twice a day. The school employs a full-time caretaker, who is responsible for all health and safety matters in the IPC HQ building. Fire drills take place every six months and action is recorded in a log. Lighting and fire alarms are tested and recorded weekly. Building and fire risk assessments are in place for both the adult school and the junior summer school. All key staff, including all activity leaders at the junior summer school, have first aid training.

W2 Students are given the names of who to see with a problem, and pre-arrival information gives students and CPs useful information about the facilities and amenities in the town, as well as pastoral care in the school, in clear and accessible English. A prayer room is available. Under 18s start each day with an assembly attended by group leaders, activity leaders and teachers, all of whom monitor students' welfare carefully. The need for additional support is discussed prior to registration and appropriate support is given.

W4 There is a procedure for dealing with abusive behaviour, but it is not made known to the students.

W7 Appropriate information is provided in pre-arrival packs and at induction.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school uses homestay accommodation for all its junior summer students. CPs have a choice of accommodation: homestay, self-catering in one of two town houses owned by IPC, and university halls of residence available during the summer period. At inspection, one inspector visited two junior homestays and one adult homestay, as well as the IPC houses and the residences.

Accommodation: all types

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

Comments

W9 All accommodation was of a very good standard; the homestays were welcoming and clean, with comfortable rooms and the IPC houses were well maintained, well equipped and comfortable. The university residence in use offered single rooms with ensuite bathrooms, breakfast and dinner in the refectory, as well as use of the on-campus sports facilities.

W10 Homestays are inspected before students are placed, but no subsequent checks are made to ensure that fire risk assessments have been carried out.

W11 Homestays are re-inspected every two years but records show no evidence that checks are carried out to ensure fire risk assessments are in place.

W14 Verbal feedback is sought for both junior students and CPs in the first week on an informal basis and problems are reported by group leaders or teachers on the junior programme and trainers on the adult courses. Action taken is recorded.

Accommodation: homestay

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

Comments

W17 Information is given to homestay hosts in a comprehensive information pack as well as via downloads from the website.

Accommodation: residential

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

Comments

W23 There are first-aid trained estates wardens on duty 24 hours a day at the university residence. CPs staying in the IPC houses have a 24 hour emergency number and information about how to access NHS healthcare.

Accommodation: other

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

Comments

W25 The school is able to negotiate deals for students who wish to stay in local hotel accommodation.

Leisure opportunities

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

Comments

W26 There is a varied and comprehensive leisure programme provided as part of the junior summer school package. The leisure activities for juniors include visits to places of interest, and sporting and social events arranged by the school. The leisure programme is publicised prior to booking and information is given about excursions in assembly and lessons. The adult programme is given on the first day of the course and activities are publicised on the noticeboard along with information about other local events not organised by the school. The CPs in the focus group commented very positively about the range of activities available and the information given about each of the excursions.

W27 The leisure programmes for both adult and junior courses are well-established and are led by a dedicated team. Supervision ratios for juniors are adequate. Appropriate provision is made to provide alternative activities cancelled as a result of poor weather.

W28 Activity leaders on the junior summer courses are all first aid trained. There are individual risk assessments for each activity and activity leaders are well briefed as to how to respond to a crisis. Each activity leader carries a file

of signed risk assessments, emergency contacts and allergy and medical information for their students. The adult leisure programme is led by a very experienced guide. Risk assessments are in place for the adult activities, though there should be more specific advice about action in an emergency.
W29 Sporting activities on the junior leisure programme are led by activity leaders with appropriate experience and qualifications.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Security and pastoral care are well provided for and a full programme of leisure activities is organised for both adult and junior students. All accommodation is of a very good standard and residential accommodation offers additional leisure and sports facilities. Accommodation is generally well managed, though the administration of fire risk assessments in homestay accommodation requires attention. *Leisure opportunities* is an area of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

IPC Exeter enrolls students aged 12-17 on a junior summer school in July and August.

C1 There is a policy in place which includes appropriate procedures and the academic director is named as the designated senior member of staff for child protection.

C2 The policy is referred to in detail at staff induction sessions and a version is provided in information for group leaders, activity leaders and homestay hosts. All ALs and teachers on the junior summer programme and the school director have basic (Level1) safeguarding training. The DOS and the accommodation and welfare officer have advanced (Level 2) training.

C3 Adequate information is given in group leader information packs, which are used by GLs to present the summer course at parents' meetings, which take place before booking.

C5 All recently recruited teachers and activity leaders have current DBS checks, though some permanent staff, including the AM and returning summer school CM and teachers have certificates which are more than three years old. All GLs have appropriate police checks or references from employers. All homestay hosts have appropriate checks in place.

C6 The leisure programme is very well organised and planning allows for flexibility when necessary. Supervision ratios are sufficient and activity leaders are well trained, and qualified. Guidance on level of care is given to the group leaders and parents at a parents' evening which takes place before the course is booked. The parental agreement states that children will be unsupervised on Sundays. The initial offer letter to GLs states that children will be accompanied to school on their first day by their homestay hosts and that hosts will also collect them from all evening social events organised by the school.

C7 Homestay accommodation for under 18s is very satisfactory. Hosts are provided with detailed information and are encouraged to visit the website regularly for updates.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure and accommodation provided.