

Organisation name	International Student Club, head office Altrincham
Inspection date	25–26 July 2022

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 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

### Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S1 and S4 have been addressed. The required evidence was subsequently submitted.

### Summary statement

The British Council inspected and accredited International Student Club in July 2022. 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 residential vacation courses in general English for under 18s and courses for adults (18+) and under 18s in the directors' home.

Strengths were noted in the areas of staff management, premises and facilities, learning resources, course design, teaching, care of students, accommodation, and leisure opportunities.

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

## Introduction

International Student Club (ISC) is principally a summer school for, at peak, some 200 students aged between nine and 17 that is taking place in Bloxham School near Banbury for the first time after a number of years at Haileybury School. It has also offered home tuition outside the summer period since 2019 with a total of six students, four adults and two under 18s.

The inspection lasted two days. The two inspectors spoke to the managing director, the course director and the director of studies, the activities director, the assistant activities director and Bloxham School's bursar.

Focus group meetings were held with students, teachers, activity leaders, heads of house and group leaders. All teachers timetabled during the inspection were observed. The inspectors toured the Bloxham School premises available to ISC and one inspector visited six boarding houses.

## Address of main site/head office

Bloxham School, Bloxham, Oxfordshire OX15 4PE

## Description of sites visited/observed

Bloxham School is an independent boarding and day school located south of Banbury. It consists of a number of buildings of historic interest situated around large playing fields. A wide range of facilities is available to ISC. In addition to classrooms and boarding houses, there are two halls for plenary activities, an IT centre, a food technology centre, music and arts buildings, a library and a café. For sports activities, there are the playing fields, football pitches, tennis courts, a sports hall and an indoor swimming pool.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

The summer school at Bloxham consists of a number of consecutive two-week courses for students aged 9–14 and 15–17. These courses include classes in general English and in British culture, and participation in a project. Students may opt for examination preparation or academic English. It is also possible to add one-to-one or small group tennis coaching or outdoor adventure activities to the core curriculum. During the rest of the year the course director and director of studies offer home tuition to adults or under 18s at their home in Cardiff.

## Management profile

The summer school is managed by two course directors (one of whom is the owner of the school) and the director of studies (DoS) who is responsible for the academic provision. The activities programme is managed by the activities director (AD) together with an assistant activities director.

## Accommodation profile

ISC provide on-site accommodation to all students on their residential summer courses. On campus, the rooms range from single occupancy to dormitory rooms with eight beds. The majority of rooms contain between one and four beds. Each student house has a large, comfortably furnished common room for relaxation, and this is where the resident house staff conduct meetings and host suppers. Each of the six student houses in use also has a

games room and/or a garden area. There are shared bathroom and toilet facilities, and a laundry service is available to all students.

ISC also offers home tuition courses outside the summer in the home of two of the ISC directors. This was not in use at the time of the inspection.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students. Communication, feedback and review systems work effectively. Student administration is good. Publicity is clear and mostly accurate. *Staff management* is an area of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide a particularly comfortable and professional environment for work and study. The grounds and facilities are very extensive. Resources are plentiful and there are multiple sources of guidance for staff and students. *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 team is well qualified and has an appropriate profile and the experience for the setting. Academic management systems are suitably organised and teachers are fully supported. The teaching observed met the requirements of the Scheme. *Course design* and *Teaching* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The welfare and security of students is ensured in a practical and sensitive manner; accommodation is of a good standard and well managed. The leisure programme provides an excellent balance of options. This programme is managed by an experienced team and activity leaders are well trained and supported. *Care of students*, *Accommodation* and *Leisure opportunities* are areas of strength.

### Safeguarding under 18s

The provision meets the section standard. The safeguarding policy is lacking some required information but the training of all ISC staff is very good. Staff references were missing some required information, but systems for the supervision of under 18s are excellent.

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

## Comments

M4 There is a wide range of meetings which are minuted with details of necessary actions. Written records of even ad hoc, informal meetings are kept if what was discussed was of significance to the running or development of the summer school.

M7 Review of systems, processes and procedures is ongoing during the summer school and there are summative notes made by senior managers on the basis of multiple sources including exit interviews with other staff.

<b>Staff management and development</b>	<b>Area of strength</b>
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

#### **Comments**

M11 There is a full day meeting for senior staff before the two and a half day induction for the rest of the staff. This was very thorough; staff reported that, with hindsight, it had covered in some detail everything that they needed to know subsequently.

M12 The DoS and AD observe and appraise the performance of teachers and activity leaders respectively. The follow-up procedures are thorough and were felt to be productive and helpful by the staff involved.

M13 A number of continuing professional development events had been held and were scheduled to be held in the remaining weeks. The agenda for these was largely teacher-driven and they felt the sessions were extremely useful. Group leaders (GL) were routinely invited to attend and, for the most part, did.

<b>Student administration</b>	<b>Area of strength</b>
M14 Staff are helpful and courteous to students and their representatives and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

#### **Comments**

M14 Staff were seen to be helpful and courteous when interacting with students and group leaders all of whom were very pleased with the level of customer service within the school.

M19 The policy on attendance is clear; after three late arrivals at class, the student has to report to a senior manager. Absence slips are posted on the outside of classroom doors so that they can be collected by the DoS or senior teacher, who check at the beginning of each lesson, without disrupting the class.

<b>Publicity</b>	<b>Area of strength</b>
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met

M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The main medium of publicity is the website, which contains downloadable student and agent brochures. Little use is made of social media.

M23 Language is not always correctly punctuated, and some vocabulary items are well above level B1 of the Common European Framework of Reference . There is also some geographical inaccuracy.

#### Premises and resources

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

#### Comments

P1 The premises are in very good condition and provide an exceptionally spacious and comfortable environment for staff and students.

P2 Classrooms are spacious, quiet, well ventilated, flexibly furnished and well equipped.

P6 There is a large general office/reception area and a teachers' room of similar size with dedicated desks and all necessary facilities.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
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 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

P7 There is a very wide range of teaching materials for students at all levels, designed in-house with ISC students in mind and available in hard copy and online.

P8 In addition to the plentiful in-house materials, there are published materials that can be used as supplements. Each teacher is issued with a laptop.

P9 There is a good range of educational technology in the classrooms, used appropriately and confidently as teachers are trained in its use at induction. A Bloxham School IT technician is available for maintenance and problem solving.

## Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength
<b>Comments</b>	
T4 The academic manager has had a long association with the summer school, as a teacher, then as the senior teacher and finally, after her TEFLQ qualification, as DoS. Teachers were very happy with the academic leadership she has shown during the courses.	

<b>Academic management</b>	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength
<b>Comments</b>	
T9 There are daily meetings for teachers with the DoS and senior teacher; they are also available through the day if required. The already extensive <i>Teaching Policy and Procedures</i> document is supplemented with some 20 associated documents.	
T10 There is an observation schedule with associated documentation on prominent display in the teachers' room. New teachers are observed in the first week of the course and returning teachers in the second. Teachers found the feedback after the observation full and very helpful.	

<b>Course design and implementation</b>	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Strength
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met

T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
<b>Comments</b>	
T11 The organising principles of the courses are the improvement of all skills, but particularly speaking, and of students' confidence. The courses are well designed to achieve this, providing a supportive structure for teachers while allowing them flexibility if they should require it.	
T12 Courses are under constant review while they are running, and a full summative review takes place at the end of the season.	
T14 The British culture and project phases of each course are purposefully integrated with general English classes. The culture classes are used to give briefing about excursions and tasks to perform while on them and the project leads to end-of-course dramatic performances by the students.	

<b>Learner management</b>	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

<b>Comments</b>	
T19 Students changing classes are closely monitored to ensure the change is appropriate. Instances where students' special needs had been identified and were being suitably provided for were seen.	

#### Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	General English, British culture and project

<b>Comments</b>	
The seventh teacher was ill during the inspection and unable to teach. Her students had been distributed in other classes.	

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

<b>Comments</b>	
-----------------	--

T23 Teachers showed a good knowledge of the linguistic systems of English and skill in demonstrating this to students. There was a clear and well explained focus on form and function. Attention was usefully paid to intonation and other aspects of pronunciation with use of phonemic script where appropriate.

T24 Lesson plans contained student profiles and thought had clearly been given to cultural difference in the design of the British culture classes. The content of the lessons was appropriate for the overall course objectives and the age of the students.

T25 Lessons were planned and learning outcomes were usually made known to students. There was a logical progression through the segments observed and teachers signposted the different phases of the lesson and course overall. Course coherence was underlined with references to previous lessons and future activities.

T26 Teachers showed a good range of teaching techniques including nomination, concept checking, elicitation, repetition and purposeful questioning. Comprehension of instructions was checked. Mingling and matching exercises, games, competitions and small group activities promoted a lively atmosphere.

T27 Confident and skilful use of resources was seen, including creative use of coursebooks, good board work and teacher created materials. Differentiation was built into lessons. Pair work was well managed and grouping and regrouping of students seen in most classes.

T28 Teachers monitored language well, gave positive and encouraging feedback and handled correction well, often in the flow of the lesson. They often included prompted self-correction.

T29 Tasks and activities such as concept-checking questions, linguistic exercises and revision were used to evaluate whether learning was taking place. These were an integral part of most lessons. Teachers often made reference to work covered previously.

T30 Teachers had engaging and authoritative classroom presences and there was a positive and good-humoured classroom atmosphere. Teachers knew their students very well and were able to engage and motivate as well as challenge them. Rapport was good and students were clearly enjoying the lesson and learning.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory with the majority of segments observed being good. Teachers displayed an appropriate knowledge of English and presented acceptable models for students to follow. Lessons were planned to meet the needs of students and the course objectives and classroom activities were coherent and purposeful. Techniques were varied and appropriate, with a number of suitable resources being used to enhance learning. Teachers had a positive presence in the classroom and managed their classes in a satisfactory way.

### Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Strength

### Comments

W2 A comprehensive plan is in place with detailed, practical guidance on how to manage any emergency situation. The briefing of students and the training of staff is appropriate. Staff are also required to download an app with useful information on how to respond in a range of circumstances.

W3 Students receive excellent pastoral care. Students and GLs all confirmed that ISC staff are always available to help with any issues they might have. The house system ensures that there are regular opportunities for students to request help, and staff have been well briefed on how to identify students who may be in need of their support.

W4 There are clear policies in place to promote tolerance and respect and all students sign agreement to a code of conduct. This is further supported by a 'three strikes' system.



W6 ISC provides a transfer system for the majority of students. ISC staff are always present at the airport to facilitate this and wait times are kept to a minimum.

W8 There is a good ratio of first aid-trained staff on the campus, and a number of students who had arrived with minor injuries were very appreciative of the help they had received from ISC staff.

<b>Accommodation (W9–W22 as applicable)</b>	<b>Area of strength</b>
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

#### **Comments**

W9 All rooms are of at least adequate size, with ample space for the storage of clothes and possessions. All student houses have common areas with comfortable seating, well-appointed kitchenettes, as well as games rooms or garden space. Students were very happy with their accommodation.

W11 Systems for the inspection of accommodation prior to the start of the programme are thorough and well-documented. ISC has exclusive use of the accommodation on campus.

W12 Agents and parents receive accurate and detailed information on the accommodation booked. The rooming of all student groups is agreed before students arrive on campus.

W13 Heads of house (HOH) have both formal and informal meetings with their students and any problems students have are dealt with swiftly. The HOHs have a digital chat group where such problems can immediately be brought to the attention of senior management. The campus has a 24-hour repair policy in place.

W15 Meals are varied, well-balanced and healthy options are always available. All students, staff, and GLs were very pleased with the food provided.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### **Comments**

All criteria in this subsection are fully met in relation to accommodation provided for home tuition programmes.

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

#### **Comments**

Not applicable.

<b>Leisure opportunities</b>	<b>Area of strength</b>
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength

W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

W23 The cultural life of the UK is shared with students as part of their excursion programme. This is begun during classroom lessons prior to the trips and continued by the activity staff on the outward coach journeys as well as during the visits themselves.

W24 For all activity sessions, a wide range of options is offered. This includes various sports, arts and crafts, dance, as well as baking sessions. Students in the focus group commented on the good choice of activities.

W25 As well as a team of activity staff, the campus has a range of facilities, including a sports hall, football pitches, swimming pool, tennis courts and a food technology classroom. ISC has exclusive use of all facilities.

W26 Systems for ensuring the health and safety of students during the leisure programme are very effective. Risk assessments are in place for all activities and excursions and feedback is conducted regularly to ensure these remain up to date. All students complete warm-up exercises prior to joining their choice of leisure activity.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Not met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
S7 There are suitable arrangements for the accommodation of students.	Strength
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

#### Comments

S1 Although the safeguarding policy contains much of the required information and there is good supporting documentation, it is missing a number of required elements. These included information on recognising abuse, child protection response procedures, and the contact details of the safeguarding team.

S2 The safeguarding training of the ISC team is very good. All three senior management staff members have specialist training, and the HOHs are trained to advanced level by the DSL. All other staff have the minimum basic training which is further supported by the induction process. GLs are asked to complete safeguarding training relevant to their role.

S4 Although there is a robust safer recruitment policy in place, not all staff had two references on file which answered the relevant question regarding suitability to work with under 18s.

S5 The supervision of students during scheduled activities is very good. Boarding houses are checked every morning before classes, and teachers leave 'absence' slips on their classroom doors to indicate an absent student. Chat groups are also used effectively to ensure students changing activities arrive at the right places.

S6 All stakeholders have seen the rules and signed agreement regarding the limited amount of unsupervised time permitted. This free time is effectively monitored and any attempts to flout the rules are firmly managed.

S7 The rooming of students is sensibly managed with regards to age and gender. The rooms of HOHs, as well as other resident ISC staff and GLs are clearly marked, and the directors provide 24-hour support on site.

### 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	2008
Last full inspection	2016
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	2021
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	1997
Ownership	Name of company: International Student Club Ltd. Company number: 3369509
Other accreditation/inspection	N/a

#### Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	Homestay in Cardiff (directors' house)

#### Student profile

	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	55	30
Full-time ELT (15+ hours per week) aged under 16	77	172
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	<b>132</b>	<b>202</b>
Junior programmes: advertised minimum age	9	9
Junior programmes: advertised maximum age	17	17

Junior programmes: predominant nationalities	French, Italian, Portuguese, Spanish, Georgian	Czech, French, Italian, Portuguese, Spanish, Lithuanian
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	0	0
Adult programmes: typical length of stay	0	0
Adult programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	8
Number teaching ELT 20 hours and over a week	6	
Number teaching ELT under 19 hours a week	1	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	30	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
None.	

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	5
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	7
Comments	
Includes the senior teacher.	

### 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	0	0
Private home	0	0
Home tuition	0	0
Residential	0	132
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		

Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	132
Overall total adults + under 18s	132	