

Organisation name	Sherborne International
Inspection date	15–18 July 2024

Section standards	
Management 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
Premises and resources 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
Teaching and learning 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
Welfare and student services 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
Safeguarding under 18s 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.

Summary statement

The British Council inspected and accredited Sherborne International in July 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 for details).

This private language school offers vacation courses in general English for under 18s.

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

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

Introduction

Sherborne International (SI) is a residential school based in Sherborne, Dorset, offering short courses to students aged eight to seventeen. Previously Sherborne International was a year-round provider but in 2021 it relinquished its DFE registration. However, the short courses were continued with the Sherborne International name, but under the management of the Sherborne School Group. Currently short courses are offered over the Summer and Easter holidays.

SI's mission is to create a memorable experience, where students are given the opportunity, inspiration and motivation to learn and develop their confidence in a traditional British boarding school environment. In addition to academic study, students participate in a range of sports, activities and cultural trips to supplement their learning. During the summer SI offers a range of academic courses. The intensive English plus subjects course was the focus of this inspection. In addition, the school runs GCSE, A level and International Baccalaureate preparation courses, and a leadership programme. Easter courses are more academically focused and include a GCSE revision course, which is attended by both British and international students.

The courses are run by the director of short courses, academic manager, compliance operations manager and the pastoral lead, with additional teaching and pastoral staff recruited on temporary contracts. The director of short courses sits within the professional services team and is line managed by the chief operating officer of the Sherborne School Group.

The inspection took place over three and a half days. The inspectors held meetings with the director of short courses, academic manager, compliance operations manager, pastoral lead and the estates manager. In addition, meetings were held with junior and senior school teachers, residential staff and activity and excursion staff. Focus group meetings were held with junior and senior school students. All English language teachers and 12 out of 14 subject teachers were observed. One inspector visited three boarding houses.

Address of main site/head office

Newell Grange, Sherborne, Dorset DT9 4EZ

Description of sites visited/observed

SI makes use of the Sherborne School (SS) facilities, split over two campuses, which are both positioned in the heart of the town of Sherborne. The Newell Campus, formerly the SI site, is where junior students are located, and includes use of a boarding house, dining hall and the main school block. Older students are located at the SS site, and reside in SS boarding houses (Wallace, Digby and Lyon House). The school makes use of SS sports and leisure facilities which include a new sports centre, playing fields, theatres, a newly refurbished dining hall and very well-furnished classrooms.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied English/Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 programme is for 8 to 17 year-olds and consists mainly of English lessons and some subject lessons. Students receive 22.5 hours of lessons in a week, as well as allocated private study periods during some evenings. There is a maximum class size of eight.

Management profile

The director of short courses has overall responsibility for the SI programmes, and works closely with the compliance operations manager, academic manager and pastoral lead. In addition, the senior leadership team of SS, co-ordinated by the senior deputy head, are available to support as appropriate. Support services are shared with SS.

Accommodation profile

The provider has four boarding houses with single, twin or triple rooms. Two houses accommodate senior boys, one senior girls. The junior house accommodates boys in one secure wing, girls in another secure wing, each with their own shared bathroom and toilet facilities. Boarding houses have common rooms, games rooms and, in the senior houses, students have limited access to kitchens. The boarding house for 8 to 12 year-olds is on campus; the three houses for 13 to 17 year-olds are a five-minute walk from the dining hall and teaching rooms. One inspector visited two senior houses and the junior house.

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 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 and Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable, pleasant and professional environment for work and relaxation. A very good 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 students and staff where needed. *Premises and facilities and Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Course design and learner management are effective. Teachers receive good support, and the courses are managed to provide benefit to students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school provides its students with appropriate pastoral care. The school offers a range of comfortable, conveniently located accommodation, which is very well managed. The leisure programme is very well designed and delivered to meet the needs of the students. *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 very good provision for the safeguarding of students under the age of 18 within the school; and in the leisure activities and accommodation provided. There is a clear and comprehensive safeguarding policy, and staff are well trained to implement it. *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.	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.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 The goals and values of the organisation are clearly stated in a range of documents which are made available to staff. They are integral to the working of the organisation and their relevance is clearly articulated by the management team.

M2 Objectives and plans are explicit, in writing, and are known and understood by management. There are measures in place to ensure that they are monitored and reviewed effectively.

M4 There are comprehensive lines of communication in place with appropriate forms of communication, both formal and informal. All stakeholders are extremely well informed and engaged.

M5 Feedback is collected from all students at the start and end of courses. It is collated, reviewed and action is taken and recorded. There are additional checks on student satisfaction and opportunities for students to feedback on specific aspects of their course.

M6 Formal staff feedback is collected, recorded, analysed and acted upon. There is a consistent staff perception that their views are valued.

M7 There are robust mechanisms in place for reviewing courses. The management team updates its improvement plan regularly, as well as continuously improving procedures while courses are running.

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

Comments

M8 Human resources policies and processes are organised and clear, meaning that staff feel very well supported and valued.

M10 There are comprehensive procedures in place for recruitment. Any gaps or omissions in the recruitment process or documentation are followed up and recorded.

M11 Induction for all staff is thorough, extensive and well organised. All staff feel very well prepared for their first day working.

M13 There is a structured approach to CPD for permanent and seasonal staff. All staff are engaged in CPD.

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.	Met
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 All staff provide consistently high levels of customer service to students, parents and representatives.
M15 Pre-course information for students, parents and their representatives is comprehensive. Advice and information is personalised and responsive to individual questions and requests prior to and during courses.
M16 Enrolment systems and procedures are clear. Terms and conditions are shared with parents and representatives, and procedures for refunds are student friendly.
M18 Attendance is checked regularly, and absence or lateness are followed up swiftly in all cases. There are clear protocols in place for student absence.
M20 The complaints policy and procedure are written in clear accessible language. There is written evidence that complaints are treated seriously, and that appropriate action is taken.

Publicity	Met
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.	Met
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.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the website. The school also has brochures for summer and spring courses and information sheets. In addition, the school has a presence on social media platforms.

M25 Publicity does not give sufficient information about the level of care given to under 18s, specifically in relation to unsupervised time in the town for senior students. This was rectified shortly after the inspection and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
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.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

Comments

P1 Health, safety and security policies and practices have been developed and implemented by the management team with expert input from SS's year-round team. Staff members have high levels of awareness and training.
P2 Premises and facilities are in excellent condition throughout.
P3 Classrooms provide a highly suitable study environment. A range of classrooms is available, including subject-specific spaces providing appropriate resources and facilities.

P4 Boarding houses and teaching blocks provide students with ample spaces for relaxation and socialising. Water and refreshments are available during breaks and in the residences.

P6 There is generous provision of spaces for staff to work, meet and relax in the teaching blocks and in the residences.

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.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 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 good range of well-organised learning resources available which staff can use with students. These include key core resources and a good range of supplementary resources.	
P9 There is very good provision of educational technology in classrooms. Staff are trained in its use, and it is well maintained. There is excellent reliable Wi-Fi provision in all buildings on campus.	

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile that is largely appropriate to the school's context. The recruitment and support policy is effectively devised and mostly implemented in line with the stated course objectives and the student profile.	

Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
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.	Not met
Comments	
T7 All staff, returning and new, attend a full induction which includes extensive information about courses. Staff commented very positively about the induction process and how well prepared they were to start work.	

T10 There are no policies or procedures in place to ensure the CPD of teachers to meet the needs of the students and the organisation.

Course design and implementation	Met
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.	Met
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.	Not met

Comments

T14 There is insufficient evidence of course outlines or weekly plans being made available to students or referred to in class.

Learner management	Met
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.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
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.	N/a

Comments

T15 Placement procedures cover all relevant areas, including a speaking test. Class composition is homogenous.

Classroom observation record

Number of teachers seen	22
Number of observations	22
Parts of programme(s) observed	General English and subject classes (junior and senior)

Comments

22 of the 24 teachers working during the week on the inspection were observed (10 general English and 12 subject).

Teaching: classroom observation	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.	Not 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.	Met

Comments

T19 In general, teachers provided clear models of the language with relevant, concise and memorable examples. Stronger segments included clear and repeated verbal modelling of the target language.

T20 In the majority of classes, the lesson content was based on the course objectives and students' needs. The topics and materials were appropriate for the level and interests of the students.

T21 In most classes, learning outcomes were stated appropriately and were provided for students. However, in a significant minority of classes this was not the case, and there was no evidence of accessibly written learning outcomes being shared or reviewed with students.

T22 A wide range of techniques was demonstrated in stronger lessons including drilling, elicitation, correction, concept checking, clear and effective instruction giving. In some weaker segments observed the range of techniques employed was insufficient to promote learning.

T23 In the majority of classes physical environment, technology, realia and visual resources were used imaginatively and to good effect, although in a small number of classes the classroom space was not managed effectively.

T24 Students' performance was appropriately monitored in all classes. Effective correction and feedback was provided in most classes observed.

T25 There were good opportunities for students to demonstrate what learning had taken place in the majority of lessons and in stronger segments there were reflective stages and micro-tests so students were aware of what they had learned.

T26 Most classes had good levels of engagement, although in a small minority of classes some students were not engaged. In general, teachers varied the pace and dynamic and created warm, collaborative and engaged classes.

Welfare and student services

Care of students	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.	Met
W6 Students have access to adequate health care provision.	Strength

Comments

W1 The emergency plan is thorough, accessibly written and robust. It benefits from input from SS's year-round team. All staff are familiar with its salient points which are added to the leisure programme's risk assessments and referred to in pre-excursion briefings.

W2 The care of students is a high priority for all staff and predominates in inductions, handbooks and staff training. There is an excellent range of systems for delivering pastoral care including house staff, welfare leads and matrons. Students are well informed about who they can talk to.

W3 Tolerance and respect feature in the organisation's goals and values, handbooks and inductions and all staff make every effort to model good manners in their interactions with each other, stakeholders and students. Evidence was seen that indicates inappropriate behaviour is dealt with both robustly and sensitively.

W6 The provision of health care is very good. Students have access to resident matrons and appropriately trained house and welfare staff. Staff are available to accompany students to hospital or dental appointments.

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.	Strength
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.	Met
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.	N/a
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 accommodation provided is of a high standard. Rooms are light and airy and of appropriate size for the number of beds. Showers and toilets are clean and in sufficient number. Students have access to common rooms, games rooms and well-maintained extensive grounds and gardens.

W8 All areas of the houses are cleaned daily. Students' personal laundry is collected daily and returned within two days.

W9 The provider benefits from a close relationship with SS whose estate staff maintain the buildings and support the provision of safe comfortable accommodation. Inspections from both SS and SI are frequent and maintenance problems dealt with promptly. House staff commented favourably on the service provided by the estates' teams.

W11 Students complete initial written feedback on their accommodation which is assessed immediately. There are subsequent daily small group meetings with houseparents where issues can be raised and dealt with. Evidence was seen during the inspection indicating that problems with accommodation were addressed swiftly and satisfactorily.

Accommodation: homestay only

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

Comments

None.

Accommodation: other

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

Comments

None.

Leisure opportunities

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

Comments

W20 The leisure programme offers a very good range of age-appropriate excursions, events and activities. Provision is made for alternative activities if the weather is poor. The content of the events programme ensures differing interests are catered for and students have an excellent choice of daily sporting or art-focused activities.

W21 The leisure programme is extremely well staffed and organised with briefings before each trip and event. Different leaders are responsible for sports, events and excursions. The on-site facilities and resources are exceptional, including a new sports centre and swimming pool. Staff and student feedback is proactively sought and evidence was seen that it is acted on.

W22 Risk assessments are reviewed prior to each activity. The leisure programme staff are very well briefed and supported by detailed trip-specific information packs. Experienced senior staff accompany excursions to large cities to further enhance already good staff:student ratios. All leisure programme staff are first-aid trained.

W23 Staff supervising excursions and events are appropriately supported and trained. Sporting activities are supervised by professional external providers.

Safeguarding under 18s

Safeguarding under 18s	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.	Met
S7 There are suitable arrangements for the accommodation of students.	Strength
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

All the students at Sherborne International are under 18. At the time of the inspection there were 177 students; 136 students were 13 to 17 years-old and 41 were 8 to 12 years-old. This is their peak period.

S1 The organisation has a comprehensive safeguarding policy which includes the names and contact details of the designated safeguarding leads and deputies, and how to contact the LADO. The policy is supported by useful practical documents, inductions, handbooks and incident reporting procedures.

S2 Safeguarding features prominently in staff training, role responsibilities and in the ethos of the school. All staff are trained to levels appropriate to their roles. Refresher training is annual.

S4 Recruitment procedures are rigorous and immaculately managed. Staff files are very well organised and complete.

S5 There are excellent arrangements for ensuring the safety and security of students. Access to buildings is controlled by electronic key cards and junior students in particular are closely supervised while on school premises. There are appropriate protocols, rules and sanctions for senior students who have permission to leave their accommodation for limited periods. All staff are trained to be vigilant.

S7 Accommodation is in secure, age-differentiated buildings. Males and females are either in separate buildings or separate wings of one building. House staff are present and available 24 hours a day.

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	2007
Last full inspection	April 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	26/05/2000
Ownership	Name of company: Sherborne School Company number: 4002575
Other accreditation/inspection	ISI

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
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	23	23
Full-time ELT (15+ hours per week) aged under 16	154	154
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 ELT/ESOL students shown above	177	177
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a
Junior programmes: advertised minimum age	8	8
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	2 weeks	2 weeks
Junior programmes: predominant nationalities	Chinese, Japanese, Russian, German	Chinese, Japanese, Russian, German

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	24	26
Number teaching ELT 20 hours and over a week	22	
Number teaching ELT under 20 hours a week	2	
Number of academic managers for eligible ELT courses	2	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	81	

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 academic assistant at the junior school taught six hours.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	2
TEFLI qualification	10
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	9
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	3
Total	24

Comments

None.

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	174
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	3
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	177
Overall total adults + under 18s	177	

Items requiring early action

None.