

Organisation name	TASIS The American School in England, Thorpe, Surrey
Inspection date	6–7 July 2023

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 with evidence submitted within three months to demonstrate that weaknesses in W26 will be addressed before the start of the next course. There should also be a spot check next summer to ensure that weaknesses in teaching and learning and legal and regulatory compliance have been addressed. The required evidence was subsequently submitted.

### Summary statement

The British Council inspected and accredited TASIS The American School in England, Thorpe, Surrey in July 2023. 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 was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

Overall, the inspection report stated that the organisation met the standards of the Scheme. However, a need for improvement in the area of teaching was noted.

## Introduction

The TASIS Schools and Summer Programs are owned by the TASIS Foundation, a not-for-profit educational foundation registered in Switzerland. TASIS England is a year-round international day and boarding school with a student body that includes over 60 nationalities. In the summer, the school offers two three-week summer programmes with a large number of main courses, three of which constitute eligible provision: English language, writing enhancement and examination preparation courses. Students also study one of the following elective courses: creative art, graphic design, robotics, film production, dance, music production and blogs and vlogs. The learners on eligible courses are integrated with other students during electives and in all non classroom-based activities. All summer school students are accommodated in on-site boarding houses.

This compliance-only inspection, part of which was conducted remotely, took the equivalent of one and a half days over two days. The two inspectors held meetings with a number of staff including: the head of school, the director of inclusion, wellbeing & compliance, the director of HR, the director of summer recruitment, the director of summer program, the English as an additional language (EAL) director, the estates manager, the summer admissions administrator, the academic director, the deputy director of summer program, the director of weekend travel, and the director of on-campus activities. Separate focus groups were held with students, teachers, and coaches and counsellors. All teachers working on eligible courses were observed. One inspector toured the premises and the other visited six boarding houses.

## Address of main site/head office

Coldharbour Lane, Thorpe TW20 8TE

## Description of sites visited/observed

The premises of TASIS England are located in a 46-acre campus with a combination of 17th century buildings and more modern purpose-built ones. In 2023, seven classrooms were being used by the eligible parts of the summer programme. In addition to the teaching, residential and administrative accommodation, there is a sports hall and fitness centre, a theatre, art and dance studios, a health centre and a library. The dining room looks out over a lake. The school is close to the centre of the small village of Thorpe.

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"/>
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

Eligible provision consists of two three-week English language, exam preparation and writing enhancement programmes (15 lessons per week) combined with elective courses (5 lessons per week). Courses also include supervised evening homework, afternoon and evening activities, and excursions.

## Management profile

Under the direction of the head of school, year-round managers are responsible for a number of functions including marketing, admissions, HR, premises, and safeguarding and compliance issues. They are assisted in the summer by a number of managers that include: the summer program director, the summer designated safeguarding lead, the summer programme deputy director, the director of EAL, the director of academics, the director of operations, the director of on-campus activities, the director of arrivals/departures and the director of weekend travel.



## Accommodation profile

Residential accommodation is offered in seven boarding houses within the school grounds. Most rooms are shared and have ensuite or private bathrooms. Houses are allocated by age and gender. Each house has a shared common room for relaxation with a small kitchen area for the storage and preparation of simple snack foods.

## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and staff, and in accordance with the provider's stated mission and values. Staff management systems are largely effective. Publicity is largely accurate.

### Premises and resources

The provision meets the section standard. The premises provide students and staff with a very comfortable and professional environment for work and relaxation. A range of learning resources is available, although there are some weaknesses in the academic materials used. Guidance on the use of resources is provided for staff and students where needed.

### Teaching and learning

Overall the provision meets the section standard. Academic staff have a professional profile suitable to the context. Teachers receive some support from academic managers and formal observations take place, however, there is insufficient guidance given to teachers about how to improve their performance and course design. The teaching observed just met the requirements of the Scheme. There are weaknesses in aspects of course design and there is a need for improvement in *Teaching*.

### Welfare and student services

The provision meets the section standard. The needs of students for security, safety, and information are very well met. The accommodation provided is of a good standard and very suitable. A broad range of appropriate leisure activities is offered, but risk assessments for some of these are not specific.

### Safeguarding under 18s

The provision meets the section standard. There is very appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.

### Declaration of legal and regulatory compliance

Sampling of documentation revealed an issue in relation to the *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

## 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.	Met
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.	Met

**Comments**

The organisation's mission and values are integral to the leadership and management of the school and are made known to staff in a number of ways, including inclusion in the summer school staff orientation programme. There are clear strategic plans in place and communication works well both informally and formally. Feedback is effectively gathered from both students and staff, and acted upon. There are excellent systems in place for reviewing processes on the basis of student and staff feedback, regular management self-evaluations and external inspection audits.

**Staff management and development**

Met

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.

Met

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.

Met

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.

Not met

**Comments**

There are very good HR systems in place in most areas. Staff duties are clearly specified and considerably improved for teachers since the last inspection. Safer recruitment policies and procedures are followed and staff receive detailed inductions. Continuing professional development is covered during the three-day summer staff induction, but there are no formal follow-up workshops or development activities for teachers after courses begin.

**Student administration**

Met

M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.

Met

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.

Met

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**

Staff are very courteous and helpful to students at all times and deliver a high level of customer service. Students, parents and agents receive general and customised information when required. Student enrolments are managed appropriately and there are clear guidelines for monitoring punctuality and attendance.

**Publicity**

Met

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.

Met

M24 Publicity gives clear, accurate and easy-to-find information on the courses.

Not 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.	Not 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

Publicity consists of a website, which contains a summer school brochure and a course flyer.

The publicity is generally accurate, attractive and written in accessible English. Some aspects of information are not easy to find, such as accurate information about the number of taught hours per week. The school fee is inclusive and covers airline pick-up, lessons, course materials, accommodation and activities and excursions. The generally high level of supervision and any variations between different age groups is not made clear in the publicity or in the parental consent form. Neither is whether or not activities are optional or compulsory for different age groups. Claims about accommodation, staff qualifications and accreditation are accurate.

## Premises and resources

<b>Premises and facilities</b>	Met
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.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
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.	Met

### Comments

The premises, including the attractive external areas, are in a very good state of repair and decoration. All classrooms have natural light and sufficient space for the number of students who use them. Students can relax in a number of places including the dining room and adjacent café, external areas and boarding house common rooms. Free drinking water is readily available and the canteen food is varied and of a very good standard. External signage is attractive and appropriate. Staff have a number of areas where they can relax and prepare for work both indoors and outdoors.

<b>Learning resources</b>	Met
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.	Not met
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.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

### Comments

A new coursebook series was selected for this year, but these were not being used by most teachers, who were utilising other resources, some of which were not appropriate for some or all of the students in the classes. Interactive whiteboards (IWBs) are generally well maintained and there is a policy for reviewing learning resources on the basis of staff, student and management feedback.

## 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.	Met
<b>Comments</b>	
Academic managers have appropriate qualifications and experience, and all teachers have appropriate qualifications.	

<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.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met
<b>Comments</b>	
Timetabling and cover arrangements are satisfactory, and most teachers felt supported by academic managers. Formal observations had taken place, however, the observation template and the feedback given do not sufficiently highlight areas for development and action planning.	

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not 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.	Met
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>	
Insufficient oral or written guidance is given to teachers about course design to help them prepare effective weekly plans and daily lessons. Written course outlines are not normally made available to students. Students use English	

in their elective lessons, and there are also plenty of other opportunities for them to use English in activities, on excursions and in their boarding houses.

<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.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Not met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

Very thorough placement procedures are in place. All students receive detailed end-of-course reports, however, the grades awarded are not clearly explained or based on transparent criteria. Advice about progressing to mainstream education is readily available if requested.

#### Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	Lessons included writing enhancement, exam preparation and general English classes.

#### Comments

None.

<b>Teaching: classroom observation</b>	<b>Need for improvement</b>
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.	Met
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.	Not met
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.	Not met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
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.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Not met

#### Comments

T23 Overall, teachers provided good explanations of grammar and lexis and modelled English appropriately, although in a few cases this was not the case.  
T24 In some lessons, such as the exam preparation classes, the content of lessons and course materials were clearly based on course objectives. In others, however, the topics and learning resources were not appropriate to course objectives or for the age range of students in the class, with references made to social drinking and work-related issues.  
T25 Lesson aims were generally expressed as learning outcomes, were visible on boards and were made known to students.  
T26 In some classes, teachers used a good range of relevant techniques such as questioning, nomination and setting time frames for tasks. However, in other classes, there was very little practising of target language by students and insufficient checking of concepts and instructions.



T27 In most classes teachers made good use of IWBs and generally controlled classroom environments appropriately.

T28 In some classes, teacher gave positive feedback and corrected errors sensitively, but not in all lessons.

T29 Teachers checked learning through the use of short tasks.

T30 Although there was a positive learning atmosphere in some classes, in others students were unengaged, particularly in lessons where the teacher dominated talking time and very little student-to-student interaction was observed.

### Classroom observation summary

The teaching observed ranged from satisfactory to unsatisfactory against the criteria with most being met satisfactorily. Teachers generally gave appropriate explanations of grammar and lexis, had planned lessons in detail, although some lesson content was not sufficiently based on course objectives or students' needs. Several teachers were limited in their use of appropriate techniques. Learning was checked in most classes. Some lessons had a positive learning atmosphere, whereas many did not, and in these classes teachers tended to do most of the talking.

### Welfare and student services

Care of students	Met
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.	Met
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.	Met
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.	Met
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.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met
Comments	
Appropriate measures are in place to ensure the safety and security needs of students, including comprehensive plans to respond to any emergency. Students receive a very good level of care, completely appropriate for the age range. Starting from pre-arrival, information and advice given to parents, guardians and students is clear and helpful. Medical care is provided by year-round staff at the school's health centre.	

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
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.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
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.	Met
Comments	

The residential accommodation in the school's boarding houses has recently been refurbished and offers students a very comfortable environment. Facilities and services are entirely satisfactory, and standards are maintained by regular inspections. Any issues are resolved effectively. Students enjoy nutritious and varied meals in the school canteen.

<b>Accommodation: homestay only</b>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

**Comments**

None.

<b>Accommodation: other</b>	
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**

None.

<b>Leisure opportunities</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.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

**Comments**

A varied and entirely appropriate programme of sports, activities and excursions is included in the course. So far as possible the students are given choices and the activities changed according to requests from students. All staff are given thorough training during their inductions and receive ongoing support. Sports are delivered by professional coaches or sports teachers at the school. Although there are risk assessments, there is no evidence that these have been seen by activities' staff, and the sports' assessments are those produced for the year-round school.

**Safeguarding under 18s**

<b>Safeguarding under 18s</b>	
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	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.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met

S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
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.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

#### Comments

All students are under 18, with a minimum age of 11.

The safeguarding policy and procedures are very effective and implemented by the named designated lead, who is assisted by a safeguarding team, all trained to specialist level. Safer recruitment procedures are followed, and an appropriate level of training and guidance is provided to all adults in contact with the under 18s. Parental/guardian consents are in place. Appropriate and very effective supervision and safety procedures are in place, and accommodation arrangements are highly satisfactory.

#### 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 Sampling identified the following issues: some teachers were photocopying primarily from one coursebook and there were no guidelines displayed next to some photocopiers. The school should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

#### Organisation profile

Inspection history	Dates/details
First inspection	2012
Last full inspection	2018
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 at this centre	Independent Boarding School: academic year running to an American international curriculum
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	TASIS Switzerland, TASIS Portugal, TASIS Dorado

#### Private sector

Date of foundation	1976
Ownership	Name of company: TASIS The American School in England Limited Company number: 01604308
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

<b>Student profile</b>	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	N/a	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	12	12
Full-time ELT (15+ hours per week) aged under 16	47	47
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total ELT/ESOL students shown above</b>	<b>59</b>	<b>59</b>
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Turkish, Italian, Brazilian, Saudi Arabian	Turkish, Italian, Brazilian, Saudi Arabian
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

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	7
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	7	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	30	

**Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	
None.	

**Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	4
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0

Teachers without appropriate ELT/TESOL qualification	0
Total	7
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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	59
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	59
Overall total adults + under 18s	59	
Comments		

The figures in the student and accommodation profiles are for students on the EAL, examination preparation and writing enhancement programmes.