

Organisation name	TASIS The American School in England, Thorpe, Surrey
Inspection date	9 July 2024
Current accreditation status	Accredited
Reason for spot check	Signalled: Follow up on Points to be addressed

Recommendation

We recommend continued accreditation. The next inspection falls due in 2027; there are no grounds for bringing this forward.

Changes to the summary statement

The need for improvement in teaching can now be removed.

New summary statement

The British Council inspected and accredited TASIS The American School in England, Thorpe, Surrey in July 2023 and 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 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.

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

Updated summary 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 effective. Publicity is 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. Good guidance on the use of resources is provided for staff and students.

Teaching and learning

The provision meets the section standard. Academic staff have a professional profile suitable to the context. Teachers receive good support from academic managers and formal observations take place. The teaching observed met the requirements of the Scheme.

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.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	2012
Last full inspection	Full 2018; compliance July 2023
Subsequent checks/visits (if applicable)	N/a

Other related non-accredited activities (in brief) 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 Puerto Rico

Student and staff profile	At inspection	Estimate at peak: July
Total ELT/ESOL student numbers (FT + PT)	62	65
Minimum age (including closed group or vacation)	11	11
Typical age range	11–17	11–17
Typical length of stay	3 weeks	3 weeks
Predominant nationalities	Saudi Arabian, Italian, Turkish	Saudi Arabian, Italian, Turkish
Total number of teachers on eligible ELT courses	6	6
Total number of managers including academic	4	4
Total number of administrative/ancillary staff	40+	40+

Premises profile	
Address of main site	Coldharbour Lane, Thorpe TW20 8TE
Additional sites in use	N/a
Additional sites not in use	N/a
Sites inspected	Coldharbour Lane, Thorpe TW20 8TE

Introduction

Background

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 number of main courses, including: English language and examination preparation courses. Students also study one of the following elective courses: creative art; graphic design; robotics; film production; dance; music production; blogs and vlogs. The learners on ELT courses are integrated with other students during electives and in all extra-curricular activities, and in the residential boarding houses.

This was a signalled inspection, carried out by one inspector to focus on points to be addressed from the last inspection. TASIS was last inspected in July 2023; the resulting compliance report recommended that evidence be submitted within three months to demonstrate that weaknesses in W26 have been addressed before the start of the next course. It also recommended that there should be a spot check the following summer to ensure that weaknesses in teaching and learning and legal and regulatory compliance have been addressed.

Preparation

The inspector contacted the head of school to check on the provision planned for the months of July and August. The precise date of the inspection was not disclosed.

Programme and persons present

The inspector arrived at 0900 and departed at 1415. She observed all six teachers, and had meetings with the director of inclusion, well-being and compliance, the two summer school directors and the head of academics and EAL coordination, the teachers and a group of students.

Findings

Findings are reported in the following sections and in the Action taken on points to be addressed.

Teaching and learning

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.	Met
Comments	
T14 This criterion is met overall. The overall course content and objectives are described for students and parents and learning objectives are outlined at the start of each lesson. However, a more appropriate simplified version of the course outline is not made available to students during the course.	

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	General English and IELTS preparation.
Comments	
None.	

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.	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	
<p>T19 Teachers produced accurate models of spoken and written English. Explanations were clear and language was well exemplified in most lessons observed.</p> <p>T20 in all the lesson plans there was evidence that the content of the lessons took into account the objectives of the course and the needs and interests of the students.</p> <p>T21 The intended learning objectives were consistently made known to students at the beginning of each lesson and noted on the board. Objectives were being achieved through an appropriate sequence of activities.</p> <p>T22 There was evidence of a good range of techniques to present and practise language and to develop skills. Teachers elicited and illustrated the meaning of target language well and prompted students' oral participation.</p> <p>T23 Teachers made good use of the available technological resources, including students' phones. Whiteboards were generally well laid out; worksheets and handouts were used effectively to prompt language production.</p> <p>T24 Teachers monitored students' performance during activities. They provided encouragement and feedback on ways the students could improve. However, in some segments teachers did not always pick up on errors in a timely manner.</p> <p>T25 Lessons included activities and tasks for teachers and students to evaluate whether learning was taking place. Teachers provided opportunities for students to demonstrate their ability to use recently learned language: for example, by giving presentations.</p> <p>T26 In all classes, teachers promoted a positive and purposeful learning atmosphere. Students were clearly engaged in their learning activities.</p>	

Action taken on points to be addressed

Points from the previous full inspection and/or subsequent spot checks or interim visits with comments (in bold) to indicate how far these have been addressed.

(Numbers in brackets refer to the 2023 compliance inspection)

Management

M13 There are no formal follow-up workshops or development activities for teachers after courses begin.

Addressed: there is regular sharing of ideas and scheduled individual support.

M23 (M24) Some aspects of information are not easy to find, such as accurate information about the number of taught hours per week.

Addressed: the information is now easier to find.

M25 (M26) 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.

Partially addressed: For students aged over 13 (and for those under 14 with specific parental consent) time 'without a chaperone' during excursions is noted in the parental consent form. However, the details of the length of time and conditions about reporting in are not given.

Premises and resources

P7 The new coursebook series selected was not being used by most teachers, who were utilising other resources, some of which were not appropriate for all students.

Addressed: the resources being used were appropriate.

Teaching and learning

T9 (T10) The observation template and the feedback given to teachers do not sufficiently highlight areas for development and action planning.

Addressed: a new template has been devised and there was evidence that more targeted feedback had been provided.

T11 Insufficient oral or written guidance is given to teachers about course design to help them plan effective weekly plans and daily lessons.

Addressed: written guidance is given and teachers reported that they were helped to plan their scheme of work and lessons.

T14 (T13) Written course outlines, such as weekly plans, are not normally made available to students.

Partially addressed: see *Course design and implementation*, above.

T16 (T21) The grades awarded on end-of-course reports are not clearly explained or based on transparent criteria.

Addressed: the grades are now more clearly explained.

T20 (T24) In some classes, 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.

Addressed: see *Teaching: classroom observation*, above.

T22 (T26) In some lessons, there was very little practising of target language by students and insufficient checking of concepts and instructions.

Addressed: see *Teaching: classroom observation*, above.

T26 (T30) In some classes, students were unengaged, particularly in lessons where the teacher dominated talking time and very little student-to-student interaction was observed.

Addressed: see *Teaching: classroom observation*, above.

Care of students

W22 (W26) 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.

Addressed: before the start of the 2024 courses.

Legal and regulatory compliance

D1 Sampling identified the following issues: some teachers were photocopying from the same source book and there were no guidelines displayed next to some photocopying machines.

Addressed: The items sampled were satisfactory. Guidelines for photocopying were displayed and being complied with.

Conclusions

Points to be addressed from the 2023 compliance have been addressed. The teaching observed was of a good standard overall.