BRITISH COUNCIL

Inspection report

Organisation name	Sherborne International
Inspection date	5–7 October 2015

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

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	☐	☒	☐

Recommendation

We recommend continued accreditation.

Summary statement

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

This international study centre offers residential courses in general English for under 18s and vacation courses for under 18s.

Strengths were noted in the areas of staff management, student administration, quality assurance, academic staff profile, academic management, course design, learner management, teaching, care of students, accommodation, leisure opportunities and care of under 18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	2007
Last full inspection	July 2011
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	None
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

Private sector

Date of foundation	1977
Ownership	Governors of Sherborne School
Other accreditation/inspection	ISI

Premises profile

Address of main site	Sherborne International, Newell Grange, Sherborne, Dorset DT9 4EZ (This is the teaching and administration campus and also the site of the main senior boys' boarding house, King's House)
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	Cheapside House, 13 Newland, Sherborne, Dorset DT9 3JG (senior boys' boarding house), Westcott campus, Horsecastles, Sherborne, Dorset DT9 3HF (Boarding campus – site of Westcott House (junior and senior girls), Mowat House (senior girls) and Grosvenor House (junior boys)
Profile of sites visited	Sherborne International occupies its own campus on land belonging to Sherborne School. All the main buildings are within easy walking distance of each other and include Newell Grange (the reception and administrative building), the main classroom block and staff room, Francis Building (a small classroom block and girls' common room), a large assembly hall, the dining hall, and the senior housemaster's house. One of the boys' residences, King's House, is also on this site with an adjoining recreation block called the Barn. Two further boys' residences (Grosvenor and Cheapside) and the girls' residences (Westcott and Mowat) are a short distance away.

Student profile	At inspection	In peak week August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	37	23
Full-time ELT (15+ hours per week) aged under 16	92	131
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total of ELT/ESOL students shown above	129	154
Minimum age	11	7
Typical age range	11–17	7–17
Typical length of stay	12–24 months	2–4 weeks
Predominant nationalities	Chinese, Russian	German, Russian, Japanese
Number on PBS Tier 4 General student visas	0	0

	At inspection	In peak week (organisation's estimate)
Number on PBS Tier 4 child visas	116	22
Number on student visitor visas	0	0
Number on child visitor visas	0	132

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	44	26
Number teaching ELT under 10 hours/week	14	
Number teaching ELT 10–19 hours/week	13	
Number teaching ELT 20 hours and over/week	17	
Total number of administrative/ancillary staff	30	

Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection		
Professional qualifications	Total number of teachers	
	ELT	Subject
Diploma-level ELT/TESOL qualification (TEFLQ)	8	0
Certificate-level ELT/TESOL qualification (TEFLI)	2	25
Holding specialist qualifications only (specify)	0	3
YL initiated	0	0
Qualified teacher status only (QTS)	1	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0	5
Total	11	33

These figures   include   the academic manager(s)

Comments

The school's philosophy is that all of the subject teachers are English teachers.

These figures include both the 33 subject teachers, the ten ELT-specific teachers and the head of English. Seven of the ten ELT teachers are TEFLQ, two are TEFLI and one is QTS; the head of English is TEFLQ. Nearly all of the subject teachers are TEFLI and three have a Teacher Knowledge Test (TKT) qualification. The vice principal and the school director of studies (DoS) are also TEFLI but are not included in these figures.

Course profile

Eligible activities	Year round		Vacation		ISC	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☐	☐	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☒	☐	☒	☒
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other (mainstream subjects)	☐	☐	☐	☐	☒	☒

Comments

Courses are run during the school year for 11–17 year olds, in parallel with years 7–11 in the English school system. Students normally stay for one or two years and prepare to move on to other UK independent boarding schools. In the spring holidays, courses are offered in IGCSE/GCSE revision, ELT and English examination preparation. The summer programme is for 7–17 year olds and consists mainly of English lessons and some subject lessons.

Students get between 27–30 hours of study a week, as well as supervised private study, according to age. Classes are for both boys and girls and there is a maximum class size of eight. Individuals are given extra support as necessary. The balance of English classes and subject classes in the programme depends mainly on the age of the students. All classes have an exam focus (Cambridge main suite, IELTS or IGCSE/GCSE). Students with good language skills are entered for native-speaker exams (GCSE).

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	0	129
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	129
Overall total adults + under 18s	129	

Introduction

Sherborne International (SI) is a boarding school for overseas students aged 11 to 17, whose aim is to teach students about British boarding schools and the way to succeed in the English school system.

SI was formed in 1977 as part of Sherborne School, and was the first International Study Centre in Britain. In 1991, the school moved to its own campus on the edge of Sherborne and in 1996 enrolled girls for the first time.

As well as academic studies in a wide range of subjects students are given an introduction to British culture and offered a full range of extra-curricular activities, including musical tuition and sports. Students usually stay for one or two years and are then helped into primarily British boarding schools. A small number move into the Sherborne School for Boys and the Sherborne School for Girls.

SI operates as a wholly owned subsidiary of Sherborne School. SI's governing body is a subcommittee of the Sherborne School main board. There is increasing integration at an operational level with Sherborne School for Boys, particularly in the areas of estate management and health and safety.

SI was first inspected in February 2007 against both the main and the additional International Study Centre criteria of the Scheme. At that time it was known as Sherborne International College but in 2014 it changed its name to Sherborne International. In 2011 SI was inspected in July during its largely ELT-based academic summer programme.

All classes have a maximum of eight students. The school views all its teachers, including subject teachers, as English teachers, and runs a training programme for its staff in Content and Language Integrated Learning (CLIL) linked to the Cambridge Teacher Knowledge Test (TKT), run by an external trainer and consultant.

The inspection took place over three days. The inspectors held meetings with the principal, the vice principal, the

head of English, the director of short courses and the deputy director of short courses/academic director, the director of studies (DoS) for all subjects, not just English, the international bursar, the Sherborne School estates bursar and the health and safety advisor, the registration, finance and administrative team, the director of future education (DFE), the compliance and administration manager, the senior housemaster, the learning community manager, the external moderator (CLIL advisor/trainer), the exams officer, the head of sport, the co-ordinator of girls' sport and the leisure programme team.

Two focus groups were held with students (under 16s and over 16s) and two with teachers (ELT and subject teachers). Group meetings were also held with the heads of department and the senior tutors. The inspectors also attended a whole-school assembly. One inspector sampled an e-safety and cyber bullying talk by an external speaker, observed the sports and activities and visited all five boarding houses. The inspectors looked at the extensive documentation which had been prepared for the inspection. The round up was attended by the chairman of governors, the principal, the vice principal, the director of short courses, the head of English and the compliance and administration manager.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☐	☒	☐
M3 Duties specified	☐	☒	N/a	☐	
M4 Communication channels	☐	☒	☒	☒	☐
M5 Human resources policies	☐	☒	☒	☒	
M6 Qualifications verified	☐	☒	N/a	☐	☐
M7 Induction procedures	☐	☒	☒	☒	
M8 Monitoring staff performance	☐	☒	☐	☒	
M9 Professional development	☐	☒	☒	☒	

Comments

M2 The structure of management is clear. Reporting lines from governors to heads of departments are transparent and known by staff. Cover arrangements are sufficient for managers and administrators to ensure continuity at all times. The current principal has been in post since 2013 and is leaving the school in January 2016. The vice principal has worked in the school since 1979 and has been appointed acting principal until a successor is recruited.
M4 Communication is excellent within the school. The management team based in Newell Grange work in close proximity. There are regular minuted meetings of the English department and there is frequent informal communication across departments on a daily basis. Teachers who share classes have liaison meetings. Members of the English department attend departmental and staff meetings. There are group emails for the English department, for the teaching staff and for the whole staff.
M5 There are very good procedures in place for the recruitment of staff and the head of English has received safer recruitment training. The interviewing process is thorough and teachers are required to teach an observed lesson before recruitment. New staff feel valued and well supported.
M7 Induction is comprehensive. New staff members are assigned a mentor and receive training as outlined in a staff induction manual. Signed checklists in relation to health and safety are kept by the health and safety advisor and the international bursar. Child protection training is provided by the principal and training records are kept. Teachers are provided with academic inductions and are observed in the first few weeks. Recent graduates on work experience receive a special induction programme.
M8 Not all staff have been formally appraised in the last year. However, teacher performance is monitored in a number of ways including peer observation, student interviews and exam results. ELT teachers are observed annually by management. The school has recently introduced an online portfolio staff review and development programme in which on-going self-evaluation and annual interviews are required. Teachers reported favourably on

this development.

M9 Continuing professional development (CPD) is well established and well funded. The school involves governors, senior management and individual members of staff in identifying development needs. CPD includes school-delivered programmes such as CLIL training, external day or short courses and external award-bearing courses. ELT teachers wishing to take further qualifications are given generous financial support and freed from teaching and other duties.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☒	☒	
M11 Information on course choice	☐	☒	☒	☒	
M12 Enrolment procedures	☐	☒	☐	☐	
M13 Student records	☐	☒	☒	☒	
M14 Student attendance policy	☐	☒	☐	☐	
M15 Conditions and procedures	☐	☒	☐	☒	

Comments

M10 Administration is well resourced and well staffed. All staff are helpful and polite to students. Information and Communications Technology (ICT) systems for record keeping are effective and training is appropriate. Staff were easily able to retrieve specific information about students when asked.

M11 The level of contact with parents and students before arrival is impressive. These include online discussions and interviews. During their stay students receive comprehensive advice on the best course options through presentations, handouts and individual interviews. Students are then given extensive advice from the director of future education and other staff about study options after leaving the school. The principal sends parents termly electronic newsletters with features on the school, and future students are sent regular emails containing useful information.

M13 A fast data retrieval system is being used to maintain student records and staff are updated via email of changes of address and guardian details. Hard copies of parent and guardian lists are provided to relevant staff. There was evidence of proactive updating of student records.

M15 School rules are detailed in the house manuals and student planner and translated into several languages for parents. The conditions of enrolment outlines areas of misdemeanour which could result in expulsion.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☒	☐
M17 Continuing improvement	☐	☒	☒	☒	
M18 Student feedback and action	☐	☒	☒	☒	☐
M19 Staff feedback and action	☐	☒	☒	☒	
M20 Complaints	☐	☒	☒	☒	☐

Comments

M16 A written action plan based on the summer course inspection in 2011 was provided. Most points have been satisfactorily addressed. However, further explicit written guidance is needed to help summer teachers construct a learning programme using the extensive and appropriate syllabus documents and other resources available.

M17 There is a comprehensive quality review cycle. There is an annual policy review and there are annual departmental reviews with the vice principal, regular beginning and end-of term-reviews, weekly reviews of the curriculum and fortnightly reviews of the information technology provision. Reports from inspection bodies have been analysed and a detailed self-assessment against the Scheme's inspection criteria was provided for inspectors.

M18 Student views are given through a number of channels: minuted student representative meetings, house meetings, dining hall committee meetings, form group meetings with tutors, individual meetings with the vice principal twice a term, student surveys on particular topics and end-of-course questionnaires. There was clear evidence that student feedback is used to improve the service offered.

M19 Each member of staff is asked to give feedback to the principal electronically at the end of each term. In addition the school holds a whole range of meetings where staff are asked their views. Staff are invited to provide suggestions for the annual action plan and asked for suggestions for capital and maintenance budgets. Staff reported that they felt their views were taken seriously.

M20 The student handbook describes the complaints procedure. Complaints from students are dealt with immediately and complaints from parents are kept in a complaints file. No serious complaints have been received in the past year.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☐	
M22 Realistic expectations	☐	☒	☐	☒	
M23 Course description	☐	☒	☐	☐	
M24 Course information	☒	☐	N/a	☒	
M25 Cost	☐	☒	☐	☐	
M26 Accommodation	☐	☒	☐	☒	☐
M27 Leisure programme	☐	☒	☐	☐	☐
M28 Staff qualifications	☐	☒	N/a	☐	☐
M29 Accreditation	☒	☐	N/a	☒	☐

Comments

Publicity includes an academic programme brochure, spring and summer course brochures, registration forms and price guide and a website.

M22 The publicity is attractive. There is a good balance of print and picture and the description of the provision fully represents the student experience. However, some of the phraseology needs to be made more precise. For example, classes are described as '*usually* eight students to one teacher' (the maximum is eight), junior students get '*around* 27 hours of study' and 'Your child becomes a successful, charismatic and confident global communicator', which is hard to verify.

M24 Most of the elements required by this criterion are present. The total number of taught hours per week is clear in the summer course publicity but is not present in the academic year brochure.

M26 The information about the boarding houses is clear and accurate. The current brochure refers to 'out boarding' with host families, which is no long available.

M29 The school is using the standard accreditation marque in all its publicity and not the accreditation marque available for international study centres. In the spring courses brochure there is a list of some of the points of excellence from the 2011 report instead of the publishable statement.

Management summary

The provision meets the section standard and exceeds it in some respects. The management and administration systems operate effectively to the benefit of students and staff. Communications are excellent and attention is given to ensure that all staff are listened to and well-informed. There are very good arrangements for the professional development of all staff. Quality assurance policies and procedures work very well and the school is constantly reviewing its systems and procedures. Publicity is mainly clear and accurate but a few weaknesses were noted. *Staff management, Student administration* and *Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☐	☒	
R2 Condition of premises	☐	☒	☒	☒	
R3 Classrooms and learning areas	☐	☒	☐	☒	
R4 Student relaxation facilities	☐	☒	☐	☒	☐
R5 Signage and display	☐	☒	☒	☒	☐
R6 Staff room(s)	☐	☒	☐	☒	☐

Comments

R1 Premises provide a comfortable and professional environment for students and staff. There is a good-size assembly hall and classrooms have been designed for the small class sizes in the school. There is a reasonable amount of space for students to use outside class time in well-maintained grounds, sports facilities, and in indoor areas, such as common rooms. However, the dining hall is small and struggles to accommodate students and staff comfortably at meal times. Staff also commented that there were too few science laboratories and that the staff room was small.

R2 Premises generally, both internal and external, are well-maintained. Internal areas are well-decorated and clean throughout and checked regularly for maintenance. Residences also are well-maintained and checked regularly.

R3 Classrooms are of an appropriate size for the small size of classes. They are well lit, heated and ventilated and free from disruptive extraneous noise. There is no air conditioning but fans are available.

R4 All boarding houses have common rooms with a variety of games and comfortable seating and kitchen galley areas. Other facilities include music rooms, garden and play areas, and ICT facilities. Students have access to snacks at break times in the dining hall. However, the dining hall is small and slow-moving queues form at main meal times.

R5 Signage has improved considerably since the last inspection and maps of the buildings are available in student planners. Display areas in classrooms and corridors are plentiful and well used with notices and attractive displays.

R6 There are a number of rooms for staff: a common room, work room, and a resources room. Staff can also use empty classrooms for lesson preparation. Staff meetings are held in the assembly hall. Staff commented that in general dedicated staff work space is limited and there is too little space to store personal possessions. Many subject teaches store possessions in lockable cupboards in their classrooms.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	☐	☒	☐	☒	
R8 Resources for teachers	☐	☒	☐	☒	
R9 Educational technology	☐	☒	☒	☒	
R10 Self-access facilities	☐	☒	☐	☐	☐
R11 Library/self-access guidance	☐	☒	☒	☒	☐
R12 Review and development	☐	☒	☐	☐	

Comments

R7 As well as using coursebooks and textbooks, teachers produce a range of bespoke materials for their classes.

R8 Most ELT materials are kept in a resources room; subject teachers keep materials in their classrooms. There is good access to a range of equipment for the production of materials. A limited number of methodology books and professional journals are available in the school library.

R9 Classrooms are well equipped with audio visual equipment, computers and interactive whiteboards (IWBs). The English department has a computerised language laboratory. All the equipment is well maintained by in-house technicians and used regularly and confidently by teachers who have been given appropriate training. Reliable Wi-Fi is freely available to students and staff across all campuses.

R11 There is a librarian available to guide students in the use of the school library. New students are given an induction. All students have a library lesson as part of their curriculum. Study/revision periods are supervised at all times and 'prep' is supervised by academic as well as house staff.

R12 Resources are reviewed regularly and systematically. Annual capital bids are made by heads of department.

Resources and environment summary

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

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☐	
T2 ELT/TESOL teacher qualifications	☐	☒	☒	☒	

Criteria	Not met	Met	Strength	See comments	N/a
T3 Rationales for teachers	☐	☐	N/a	☐	☒
T4 Profile of academic manager(s)	☐	☒	☒	☒	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

Comments

For qualifications of the subject teachers, see ISC7 and ISC8.
T2 All ELT-specific teachers are appropriately qualified. Five of the seven full-time ELT teachers and two of the four part-time ELT teachers are TEFLQ.
T4 The head of English is TEFLQ and holds an MA and PGCE (TEFL). He has had 18 years' full-time experience in Sherborne International. He is supported by a school management team, such as senior tutors (heads of year), who hold TEFLI and in one case TEFLQ qualifications.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☐	☒	☐
T7 Timetabling	☐	☒	☒	☒	
T8 Cover for absent teachers	☐	☒	☒	☒	
T9 Continuous enrolment	☐	☒	☒	☒	☐
T10 Support for teachers	☐	☒	☒	☒	☐
T11 Observation and monitoring	☐	☒	☐	☒	☐

Comments

T6 The school DoS for all subjects and heads of department work together to ensure that teachers are appropriately deployed.
T7 The timetable is very flexible to ensure that the needs of students are being met. Timetabling problems are resolved in a weekly minuted meeting between the vice principal and DoS. There is an individual programme for extra-curricular activities.
T8 When teachers are absent students may be given supervised study. Where possible, the school draws on a bank of retired teachers covering a wide variety of subjects in the local area who can be called upon at short notice. Lessons are never cancelled or groups doubled up.
T9 There are three entry points during the academic year: September, January and April. Spring short courses may be for one or two weeks; summer courses may be for two, four, six or eight weeks. The syllabus is formulated in self-contained weekly blocks. There are regular meetings between staff and students to ensure the integration of old and new students and to review their progress. Extra tuition is organised where appropriate.
T10 There is a wide variety of individual, departmental and whole-school CPD available. Teacher development is managed through an online portfolio system and is linked to staff appraisal. There is impressive support for CLIL and for teachers wishing to improve their qualification profile.
T11 There is a good mix of management and peer observations. All ELT teachers have been formally observed in the last year and teachers have been observed from a CLIL perspective by the external consultant.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☐	☒	
T13 Review of course design	☐	☒	☒	☒	
T14 Course outlines	☐	☒	☐	☒	
T15 Study and learning strategies	☐	☒	☒	☒	
T16 Linguistic benefit from UK	☐	☒	☒	☒	

Comments

T12 All programmes of study are prepared by teachers based on identified student needs and lead to an external exam. The school provides all the resources and a lot of personal support to help them prepare the programmes. However, teachers would benefit from more written guidance on the principles of course design in this context, with supporting practical suggestions and checklists to ensure consistency.

T13 There are weekly meetings to review course design involving the vice principal and the DoS with feedback from heads of department, senior tutors, teaching staff and the student council.

T14 Written course descriptions are given out to students shortly after arrival. Weekly plans are not consistently and attractively displayed.

T15 Study and learning strategies are integrated into the programmes of study and teachers give appropriate guidance to ensure that students have the skills that will help them in further study. Study skills presentations are delivered by the vice principal. In some classes students are shown how to present a personal portfolio of work.

T16 The school invites the local community to several events, such as international evenings, and students take part in debates and sports events with Sherborne school. Many classes focus on world issues and generally students are well prepared for life in a native-speaker independent school after their course.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	☐	☒	☒	☒	☐
T18 Monitoring students' progress	☐	☒	☒	☒	
T19 Examination guidance	☐	☒	☒	☒	☐
T20 Assessment criteria	☐	☒	☐	☒	☐
T21 Academic reports	☐	☒	☒	☒	
T22 Information on UK education	☐	☒	☒	☒	☐

Comments

T17 New students are encouraged to arrive at school in the week before term begins so that staff can determine their level of English and their needs. Students complete a placement test and then are frequently reassessed by formal and informal methods. Where classes are not homogenous teaches provide differentiated support.

T18 Students are asked to self-evaluate and receive individual tutorials with the vice principal to include target setting. There are also class tests, internal tests, practice examinations and internal reports. Meetings are held frequently between senior tutors and heads of department to review student progress.

T19 Students are given clear information by teachers about the most suitable examination for them, with support from the DoS, the exams officer and the head of English.

T20 Staff and students are made aware of assessment criteria.

T21 There is a very detailed end-of-term report on each student. There is a new student half term report which is sent to parents, guardians and agents, who are also contacted if the school has concerns or wishes to make timetable changes. Any requests by parents for information about student progress are answered within 24 hours .

T22 Relevant information on future UK education is provided by a full-time DFE, a careers advisor and senior tutors. Senior members of staff visit possible future schools to assess the provision and to talk to students who have transferred there.

Classroom observation record

Number of teachers seen	21
Number of observations	11 (English); 10 (subject)
Parts of programme(s) observed	English, Mathematics, Physics, Science Language Support (SLS), Biology, Chemistry, History, Personal, Social, Health and Economic Education (PSHE), Business Studies, Geography and Science

Comments

All the English teachers and the head of English were observed. One teacher from each of the subjects listed was observed.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	☐	☒	☐	☒	

T24 Appropriate language	☐	☒	☒	☒	
T25 Planning content	☐	☒	☐	☒	
T26 Coherent and relevant activities	☐	☒	☒	☒	
T27 Classroom management	☐	☒	☒	☒	
T28 Teaching techniques	☐	☒	☐	☒	
T29 Student engagement	☐	☒	☐	☒	
T30 Sensitivity and learning atmosphere	☐	☒	☒	☒	

Comments

The comments below cover both the English teachers and the subject teachers sampled.

T23 All teachers showed a good knowledge of English grammar and vocabulary and gave clear models and explanations. However, most teachers over-focused on definitions and gave too little support in terms of pronunciation (to include word stress and word stress systems), spelling and collocation.

T24 Teachers adapted their language very well to the level of the learners and were sensitive to individuals. Class profiles showed good individual awareness of the students' strengths and weaknesses. Students studying for different examinations were given different tasks.

T25 Planning was generally good and in the subject classes in particular there was a strong focus on meaningful content. Aims were clear, lessons were well-staged and there was good in-built revision. However, a few ELT-specific lessons were insufficiently challenging and some activities were underexploited.

T26 Teachers used a wide range of interesting and relevant activities. Learning outcomes were clear to the students and lessons were very well staged. Pacing was good in all classes and there was a clear sense that learners were making progress.

T27 Classroom layouts were mainly one-dimensional with the focus on the teacher. In several lessons opportunities were missed to increase student involvement in an activity and encourage student to student interaction. However, in most other ways classroom management was excellent. Good use was made of IWBs, whiteboards, wall displays, mini-whiteboards, dictionaries and print materials.

T28 Both ELT and subject teachers generally used a wide range of effective teaching techniques appropriate to the age and language level of the students. Elicitation techniques were mainly satisfactory but concept checking to raise students' awareness of different aspects of language was weak. Students were given a lot of positive feedback but there was little on-going correction, and techniques were limited and mainly teacher-centric. There was also too little practice of corrected items and there was little evidence that learning outcomes were reviewed during the lesson. Teachers gave good feedback on written work and in some cases marking codes were used.

T29 Generally, students were engaged in the varied learning activities of the classes observed and there was a lot of student talking time even though there was only a small amount of pair and small group work in evidence. Activities were well set up and instructions were clear although students' understanding of instructions was rarely checked. In a few lessons teachers gave too many instructions at the same time.

T30 Most teachers focused well on the individuals in their class and their rapport with the students was very good. All teachers listened to their contributions and in the better lesson segments examples were personalised. There was a good atmosphere in all classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme. It ranged from satisfactory to very good indeed, with most teaching good. Teachers displayed a good knowledge of English and were aware of individual students' strengths and weaknesses. Planning was generally effective but in some lessons students were insufficiently challenged and there was insufficient review of learning outcomes. Classroom management was mainly very good and the use of classroom technology was excellent but in most segments observed there was too little concept checking. Oral correction and feedback techniques were limited in range. In most lessons students were given plenty of talking time. Rapport and classroom atmosphere were good in all lessons observed. Students were actively engaged in all lessons and most teachers in most classes focused well on the individual students in their class.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers and academic managers are appropriately qualified and teachers are given good support to enable them to meet the needs of students. Students' progress is monitored very well and programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Academic management*, *Course design, Learner management* and *Teaching* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☒	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☒	☒	
W4 Dealing with abusive behaviour	☐	☒	☒	☒	
W5 Emergency contact number	☐	☒	N/a	☐	
W6 Transport and transfers	☐	☒	☒	☒	
W7 Advice	☐	☒	☒	☒	
W8 Medical and dental treatment	☐	☒	N/a	☒	

Comments

W1 Many steps are taken to ensure students' safety and security on the premises. A specialist health and safety advisor advises on the safety and security. There are frequent fire drills both in the teaching blocks and student residences. Detailed risk assessments are in place, including recommended procedures in case of a major incident. A very high staff to student ratio ensures continued vigilance and the safety of students at all times.

W2 Students are informed at induction of the pastoral help available and there are notices encouraging students to seek help if they need it. All staff have a pastoral role in the student residences and students meet with their tutor twice a week. Any concerns are recorded confidentially and are checked daily by the house staff and frequently by the senior housemaster. Students' needs based on religious observance are catered for and any related dietary requirements are co-ordinated with the refectory manager.

W3 All key members of staff are introduced at the students' induction and house staff meet the students in their residence every day to check on their welfare and well-being. A detailed 'web of support' diagram is in the student handbooks which lists a large number of contacts students can refer to if they need assistance with personal problems. The school also has a male and female 'independent listener' who are introduced to students during their induction. In this way, students can seek help from someone who is not part of the school's staff.

W4 Students are advised of the help available through notices displayed throughout the school and residences. In addition, the theme of bullying is discussed during student induction, whole school assemblies and meetings with house staff. Regular questionnaires ask students directly if they have any problems in this area. Staff are briefed at induction about the procedure for reporting instances of abusive behaviour by both staff and students and their handbook describes in great detail any procedures they should follow.

W6 There is a full-time travel administrator who is responsible for co-ordinating all student travel. Detailed arrangements are made for the secure transfer of students. Systems and procedures are in place to deal with any unforeseen circumstances with strict limitations on how long students are required to wait.

W7 Comprehensive information is provided at students' induction and reinforced during regular meetings and briefings. Drugs awareness and e-safety are dealt with by the police and outside agencies who brief students at assemblies. All the required information is presented through a variety of channels to encourage student understanding and retention.

W8 All students are automatically registered with a local GP practice and have access to school matrons as a first point of medical contact. The school also has a health centre at Sherborne School, staffed by qualified nurses, and supported by male and female doctors.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers only residential accommodation to students. One inspector visited all five residences.
There is one large senior boys' house on the main school site. Away from the main campus in Sherborne accommodation is available on two sites. At one there are three houses offering accommodation for junior boys, junior or senior girls and senior girls. At the other there is a house which can accommodate either ten boys or girls. There are no mixed houses. Most houses have a mixture of single and double rooms. None of the accommodation is ensuite.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☐	☒	☐
W10 Accommodation inspected first	☐	☒	☒	☒	☐
W11 Accommodation re-inspected	☐	☒	☐	☐	☐
W12 Accommodation registers	☐	☒	☐	☐	☐
W13 Information	☐	☒	☒	☒	☐
W14 Student feedback	☐	☒	☒	☒	☐
W15 Meals in homestay/residences	☐	☒	☒	☒	☐

Comments

W9 All residences visited provide facilities which comfortably meet the Scheme's requirements.
W10 All residences are the property of the school and all relevant risk assessments are carried out. There is an on-going programme of maintenance, refurbishment and redecoration to ensure the properties remain comfortable and safe environments.
W13 The parents' handbook gives detailed information about the available school accommodation. This handbook is sent to parents with the enrolment documents and is also available online.
W14 Students have house handbooks and student planners which tell them who to contact in case they have a problem. There is a record book in every house where all issues concerning accommodation are noted by staff. Student questionnaires ask students for feedback on accommodation at the beginning of their stay and throughout their course.
W15 Food is nutritious, varied and very popular with students. All food sampled by the inspectors was of a very good standard.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☐	N/a	☐	☒
W17 Rules, terms and conditions	☐	☐	☐	☐	☒
W18 Shared bedrooms	☐	☐	N/a	☐	☒
W19 Students' first language	☐	☐	N/a	☐	☒
W20 Language of communication	☐	☐	N/a	☐	☒
W21 Adult to welcome	☐	☐	N/a	☐	☒

Comments

The school no longer provides homestay accommodation.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☒	☒	☒	☐
W23 Health	☐	☒	☒	☒	☐

Comments

W22 Residences in both centres are cleaned on a daily basis to a high standard.
W23 Students have access to a large number of first aiders as required and matrons are always in attendance. The school also has access to the services of a health centre staffed with qualified nurses with the ability to provide residential support to sick pupils.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☐	☐	☐	☒
W25 Other accommodation	☐	☐	N/a	☐	☒

Comments
None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	☐	☒	☒	☒	
W27 Leisure programmes	☐	☒	☒	☒	☐
W28 Health and safety	☐	☒	☒	☒	☐
W29 Responsible person	☐	☒	☒	☒	☐

Comments

W26 The leisure programmes provides ample opportunities for students to make the most of their time in the UK and to socialise with other students. In addition, the school termly calendar lists sports fixtures, special events, and a varied programme of visits to places of cultural and historical interest. All students participate in a variety of traditional British sports which provide the opportunity to experience a different sporting and social culture.
W27 The leisure programme is very well organised and resourced. There is an excellent variety of sports and activities with some student choice available. There are also opportunities for competition between different houses and other schools in the region. The availability of facilities at the residences and other Sherborne schools means that it is easy to provide alternatives in case of wet weather.
W28 Very detailed risk assessments have been carried out for all excursion destinations and in-house activities. All staff are trained on how to respond to situations where students might be at risk. Before activities and excursions staff meet to discuss and plan any event they are involved with. Cards are carried by the staff leading excursions with reminders regarding emergency procedures and also telephone numbers. All risk assessments are signed by staff involved and updated as required.
W29 All activities are led by qualified or specialist staff. Access to other off-site facilities only take place with fully-trained staff and a full risk assessment. All staff have appropriate first-aid training as required.

Welfare and student services summary

The provision meets the section standard and exceeds it in many respects. The school takes account of students' needs for security, pastoral care and information. The residential accommodation is of a good standard. Students benefit from a very well-organised and safe programme of activities and excursions. *Care of students, accommodation* and *leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☒	☒	☐
C2 Guidance and training	☐	☒	☒	☒	☐
C3 Publicity	☐	☒	☐	☐	☐
C4 Recruitment materials	☐	☒	N/a	☐	☐
C5 Suitability checks	☐	☒	N/a	☒	☐
C6 Safety and supervision	☐	☒	☒	☒	☐
C7 Accommodation	☐	☒	☒	☒	☐
C8 Contact arrangements	☐	☒	☐	☒	☐

Comments
C1 The safeguarding policy specifies all required procedures in considerable detail and is written in an accessible style. The local county council provides additional input and the policy is reviewed on a continuous basis. Appendices include sample forms for reporting allegations and making referrals.
C2 All staff receive the required training during their induction and confirm that they have read and understood the safeguarding policy. The principal provides safeguarding training to all new members of staff and volunteers as soon after appointment as is practically possible. In addition, the named members of staff for its effective implementation have all received appropriate training. The safeguarding policy and procedures are updated annually and all staff are made aware of any amendments by email or via their supervisor.
C5 The school pays for all staff to be DBS checked and records of checks are on file. Returning summer school staff who do not have continuous employment with the school during the year are required to undergo additional checks before their re-employment can be confirmed. Reasonable efforts are made to secure relevant police checks on all staff who have worked overseas.
C6 There are very detailed guidelines concerning the supervision of students and what to do if a student cannot be located. Students are allowed some free time locally in Sherborne but they must always leave the school in groups appropriate to their age and register their departure and return.
C7 The ratio of residential adults to students is very high in all boarding houses. All relevant staff have received first aid training.
C8 The registration form shows the parental or guardian contact details. The student file contains the same information and all the house staff have these details. A 24-hour emergency telephone number is advised to parents, and the school out of hours answerphone also reminds callers of this number. Visa requirements also insist that the school is in possession of all required contact numbers.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. There is very good provision for the safeguarding of under 18s. A very appropriate safeguarding policy is in place and staff receive very good training in safeguarding procedures. Suitability checks are carried out on staff. Procedures for supervising students in accommodation and outside lessons are very well understood and strictly enforced. *Care of under 18s* is an area of strength.

Additional criteria for the inspection of International Study Centres

Management and communication

Criteria	Not met	Met	Strength	See comments
ISC1 Mission statement	☐	☒	☒	☒
ISC2 Support for future integration	☐	☒	☒	☒
ISC3 Communication	☐	☒	☒	☒

Comments
ISC1 The school aims and objectives are clearly laid out in a range of manuals and handbooks and in information provided to parents, guardians and agents. There is clear evidence from examination results, parents and the schools which accept SI students that these aims are being met.
ISC2 The school is organised as a smaller version of a typical independent school and gives experience of all aspects of life there on a daily basis. Students are required to wear uniforms, are familiarised with traditional customs and take part in inter-school sports matches. A full age-appropriate PSHE syllabus is delivered to students.
ISC3 There is a wide range of meetings to ensure that lines of communication between ELT and subject teachers are effective and that students are fully supported in all areas. Most subject teachers hold ELT qualifications and all see themselves as English teachers as well as subject teachers. Teachers reported that they saw themselves as a single team regardless of specialism and observed each others' classes.

Teaching

Criteria	Not met	Met	Strength	See comments
ISC4 Adjustment for English	☐	☒	☒	☒
ISC5 Adjustment for educational system	☐	☒	☒	☒

Comments
ISC4 Subject teachers have received specially-adapted CLIL training and adjust their teaching to students' linguistic needs. The level of classroom language is reinforced during observations and CPD. ISC5 All PSHE teachers tailor their teaching and resources to take account of the students they are teaching. CPD is given on different education systems such as China and Russia.

Teacher support

Criteria	Not met	Met	Strength	See comments
ISC6 Subject specific teachers	☐	☒	☒	☒

Comments
ISC6 In-house TKT training including CLIL is provided to all subject teachers on appointment. CPD is also provided on language awareness.

Teacher qualifications

Criteria	Not met	Met	Strength	See comments
ISC7 Subject specific qualifications	☐	☒	N/a	☐
ISC8 Certificate in ELT/TESOL or specialist training	☐	☒	☒	☒

Comments
ISC8 From 2006 to 2012 the school provided certificate training in ELT for all its subject teachers. Currently, it supplies TKT training with supplementary observed teaching practice.

Curriculum

Criteria	Not met	Met	Strength	See comments
ISC9 Prepares for entry to school	☐	☒	☒	☒
ISC10 Develops study skills	☐	☒	☒	☒
ISC11 Prepares for examinations	☐	☒	☒	☒

Comments
ISC9 Senior staff visit schools to check on how effective the students' preparation at SI has been, which informs discussions with programme managers. ISC10 Considerable guidance is given to students to ensure that they develop the study skills needed to enter mainstream independent education. Attention is paid to how to use 'prep' time, manage study and free time, develop revision skills and prepare for British public exams. ISC11 Students have individual exam targets in all subjects, which are designed to be realistic and maximise achievement. There is considerable focus in lessons and tutorials on improving examination techniques.

Placement

Criteria	Not met	Met	Strength	See comments
ISC12 Support for applications	☐	☒	☒	☒
ISC13 Advice	☐	☒	☒	☒

Comments
ISC12 The DFE provides support in the form of written reports and references. Interview training is provided and students visit a range of future schools where possible. ISC13 The full-time DFE gives advice and presentations on all aspects of transfers to mainstream school. She is available daily for consultation with students.

Publicity

Criteria	Not met	Met	Strength	See comments
ISC14 Content of publicity	☐	☒	☒	☒

Comments
ISC14 Publicity is very clear on the aspects covered by this criterion. The website gives good descriptions. Parents and agents are briefed when they visit and by means of the parents' and guardians' handbooks. Termly updates and newsletters all provide relevant information.

International Study Centre summary

The provision meets the section standard and exceeds it in all respects. The school operates very effectively throughout to prepare international students for independent school education. Subject teachers are given outstanding levels of ELT training and support.

Section recommendation	Met	Not met
International Study Centres: Criteria relating to the specific aim of preparing international students for independent school education by teaching English as a foreign language and mainstream subjects through the medium of English.	☒	☐

Report expires 31 March 2020