

Organisation name	Sherborne International
Inspection date	29 April–1 May 2019

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Sherborne International in April/May 2019. 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 international study centre offers residential courses in general English and other academic subjects for under 18s and vacation courses for under 18s.

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

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

Introduction

Sherborne International (SI) is a boarding school for overseas students aged 11 to 17. The school's main aim is to prepare students linguistically, academically and culturally to continue their education in a British boarding school.

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.

SI operates as a wholly owned subsidiary of Sherborne School. Sherborne International and Sherborne School make up the Sherborne School Group, for which the Sherborne School Governors are responsible. There is increasing integration at an operational level with Sherborne School for Boys.

The inspection took place over three days. The inspectors held meetings with the principal, the vice principal/academic manager, a governor, the head of English, the director of short courses and the deputy director of short courses/academic director, the learning community manager, senior teachers, the assistant bursar, the estates bursar, the health and safety advisor, the registrar, the head of human resources, the travel administrator, the director of pastoral care, matrons, the head of sport, the activities co-ordinator, and the educational visits co-ordinator. Group meetings were held with teachers, heads of year, students, the dining hall and house common room committees.

All nine ELT-specific teachers, including two academic managers, were observed, and nine subject teachers, who were teaching a range of academic subjects. One inspector visited three boarding houses.

Address of main site/head office

Sherborne International, Newell Grange, Sherborne, Dorset DT9 3JG

Description of sites visited

Sherborne International occupies its own campus on land belonging to the 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 staffroom, Francis Building (a small classroom block and girls' common room), an assembly hall, the dining hall, and the director of pastoral care's house. The girls' residence is also on this site with an adjoining recreation block called the Barn. Two boys' residences are a short distance away.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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

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 between one term and 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 8–17 year-olds and consists mainly of English lessons and some subject lessons as well as preparation courses for IGCSE, A Level and the IB Diploma.

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 English classes have an exam focus (externally validated ELT exams, IELTS or IGCSE/GCSE). Students with good language skills are entered for native-speaker exams (GCSE). Most students in Year 11 enter

I/GCSE examinations in a variety of subjects although there is a pre-6th form group where students develop independent study skills in preparation for 6th form learning.

Management profile

The senior leadership team of Sherborne International comprises the principal, vice principal, director of short courses, director of pastoral care, assistant bursar and registrar. Management positions are held by the heads of departments, heads of years and heads of houses. The vice principal has overall academic management responsibilities and is assisted by the heads of departments, including the head of English, the learning community manager, the deputy director of short courses and a senior teacher, who together make up the academic management team. Support services are shared with Sherborne School. The Sherborne School bursar has overall management of these services, which comprise ICT, catering, estates, events, finance, human resources, and health and safety.

Accommodation profile

Students are accommodated in three boarding houses owned by the Sherborne School group, one each for girls, younger boys and older boys. One is located in the school grounds, with the others a short walk away.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the goals and values of the organisation which, together with stated future objectives, are very clear. Publicity is clear and gives rise to realistic expectations. Strategic and quality management and Student administration are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable, pleasant and professional environment for work and relaxation. A good range of learning resources is available, entirely appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed. Premises and facilities and Learning resources are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a very good 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 well to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. Course design and Learner management are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school provides a safe and secure environment for its students and excellent pastoral care. The accommodation is suitable and well managed and the leisure programme is extensive, well resourced and managed, and meets students' needs well. Care of students, Accommodation and Leisure opportunities are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is good provision for the safeguarding of under 18s within the school, and in the leisure activities and accommodation provided. The safeguarding policy is clear and comprehensive, and staff are well trained to implement it. Safeguarding under 18s is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength

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

Comments

M1 A clear statement of the goals and values of the organisation is found in publicity, recruitment materials and handbooks. It includes providing students with effective support and guidance to facilitate their move into UK independent secondary schools. It is evident that staff and managers understand the goals and that they are also aware of current issues within the ELT sector.

M2 The objectives set in the organisation plans are SMART and many have been completed or are underway in the current four-year plan. There is an ongoing review process to monitor progress and review.

M4 There are many channels of communication, both within the school and also with Sherborne School and the governing body. The school shares several support services with Sherborne School and regular meetings are held to ensure the smooth running of these services. There is also evidence of effective informal channels of communication.

M7 Review is an integral part of the organisation's policy and practice. A review cycle follows the academic year and short courses schedule and incorporates multiple sources of reference including staff, parent and student feedback and previous inspection reports.

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.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Not 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.	Strength

Comments

M9 Role duties and responsibilities are specified and any changes are discussed and agreed. However, changes to a staff member's responsibilities are not always systematically recorded.

M10 Procedures are very rigorous and there are comprehensive human resources procedures for each stage of the recruitment process.

M11 Induction procedures for new staff are very effective. Temporary teachers for short courses have a full day induction and are also guided by a teachers' survival guide.

M12 Appraisals have not been regularly carried out over recent years. However they are in the process of trialing a new policy which inspectors have seen.

M13 Staff are provided with many opportunities for continuing professional development. One member of staff has a specific responsibility to ensure that the development needs of both individual teachers and the school are met. All subject teachers receive ELT training and ongoing support. A performance management tool includes alerts for mandatory training and records all training undertaken as well as providing staff with the opportunity to give feedback.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength

M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 Staff are very helpful and courteous. Customer care is of a high standard and is supported by a recently introduced IT package. Staff can cover for each other and receive ongoing training which enables them to access information quickly and efficiently.

M15 Parents and agents receive a high degree of individualised communication from student services staff pre-enrolment to ensure that all the arrangements are in place for a smooth introduction to the school. Students receive advice throughout their time at the school from their tutors, staff and a special adviser regarding their future education in the UK.

M19 There is a sound attendance policy and expectations for student attendance and punctuality are clearly explained to students. Students' attendance is monitored at specific times throughout the day and absence or lateness to class are notified and followed up immediately.

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.	Strength
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.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity includes an academic programme brochure, spring and summer course brochures, various social media and a website. The website is the main medium.

M22 The publicity gives rise to realistic expectations and includes information about the system of entry to mainstream independent school education. The descriptions, with the addition of pictures and videos, of the premises, facilities, curriculum and extra-curricular activities are very clear.

M28 All teachers are sometimes referred to as fully qualified or qualified English teachers. This is not the case for all subject teachers.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
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

P1 An extensive refurbishment programme and ongoing maintenance by the estates team ensures the premises and grounds provide very pleasant and comfortable environment for students and staff.

P3 Students have various common rooms, halls and recreation areas in the school and in their boarding houses. These are also currently undergoing refurbishment. The serving of meals is well organised so that the dining room does not become crowded.

P4 A variety of tasty and nutritious meals are prepared in the onsite kitchens, using many fresh ingredients.

Students reported very favourably on the food.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	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.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P9 Classrooms are well equipped with audio visual equipment, computers and interactive white boards. All the equipment is maintained by an ICT department shared with Sherborne School. Response time to problems is quick and effective. Ongoing training is provided to teachers.

P10 The library is well stocked with reference books, readers, periodicals and newspapers. There are computers that students can use during study periods and for supervised project work.

P11 The librarian is available to offer guidance and support. New students are given an induction to the library and teachers offer additional support when they take their class into the library for some lessons. Study/revision periods are supervised at all times.

Teaching and learning

Academic staff profile	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.	Strength
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

T2 Six of the seven ELT-specific teachers are TEFLQ. Of the 22 subject teachers, 13 are TEFLI and eight have received training in teaching English at a basic level, including specially adapted content and language integrated learning (CLIL) training. One subject teacher, who has recently joined the school, was due to start this training.

Rationales for subject teachers without TEFLI were submitted and accepted within the context of this inspection. T3 The teaching team have an extensive range of qualifications and experience. Subject teachers have a very good awareness of the language needs of their students and receive ongoing support and training.

T4 The vice principal/academic manager does not have an ELT qualification. Since taking up the post a year ago, she has undertaken basic training in ELT. She is QTS and has many years of experience as a teacher and academic manager in secondary schools with significant numbers of EAL students both in the UK and abroad. The

head of English is TEFLQ and has many years of experience as a teacher and as an academic manager. The deputy director of short courses is also TEFLQ with many years of experience. The other two members of the academic management team are TEFLI but have taught at the school for many years. The rationales for the academic manager and two members of the academic management team were accepted within the context of this inspection.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Strength
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met

Comments

T6 The extremely complex timetable is very skilfully managed by a member of the academic management team. The timetable is flexible to ensure the needs of students are being met and there are separate timetables for extra-curricular activities and homework.

T7 A bank of experienced, retired teachers in the area can be drawn on to cover absent teachers at short notice and teachers or members of the academic management team who are not scheduled to teach can cover until other arrangements are made.

T8 Students are enrolled at the beginning of the school terms for year-round courses. Spring short courses may be for one or two weeks and summer short courses for two, four, six or eight weeks. The syllabus for short courses is formulated in two-weekly programmes, which allows for the new intakes.

T9 There are half-day inductions at the beginning of each term and regular weekly meetings throughout the term. Weekly training is arranged for teachers on short courses. Members of the academic management team, heads of departments and senior teachers are always on-hand in the staff room for support and guidance.

T10 Only a proportion of teachers on both year-round and short courses have been observed in the last 12 months. Observations are carried out by TEFLQ teachers, but these are not always members of the academic management team.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Strength
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T12 There are weekly meetings to review course design involving the academic management team with feedback from heads of department, senior teachers, teaching staff and the student council.

T14 In addition to English classes, the curriculum includes the full range of academic subjects, non-examination subjects such as Personal, social, health and economic (PSHE) education and General Studies, a full sports programme and local study trips. English and subject teachers liaise closely to ensure students benefit linguistically from all aspects of the programme.

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. This provision, the General

Studies syllabus and individual tutorials, focus particularly on the acquisition of study skills appropriate to international students intending to enter mainstream independent school education.

T16 The school participates in several local fund-raising events and other community projects, and students take part in debates and sports events with schools in Sherborne and beyond. All students benefit from a full boarding-school experience, which encourages them to practise and use their language outside the classroom.

Learner management	Area of strength
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.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Strength
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T18 Students are asked to self-evaluate and receive individual tutorials with heads of year to include action planning for development and target setting. There are also class tests, internal tests, practice examinations and internal reports. Meetings are held frequently between senior teachers and heads of department to review student progress.

T19 Small classes ensure a high level of individual assessment of needs. There is a specialist teacher in special educational needs who can offer help and support. One-to-one lessons or additional classes are offered when needed.

T20 Students are given clear information by teachers about the most suitable examination for them, with support from the academic management team.

T21 Individual reports are regularly updated and are available online to parents and guardians, who are also contacted if the school has concerns or wishes to make timetable changes.

T22 Relevant information on future UK education is provided by the director of future schools and senior tutors. Arrangements are made for accompanied visits and interviews at chosen schools.

Classroom observation record

Number of teachers seen	18
Number of observations	18
Parts of programme(s) observed	English and a range of academic subjects

Comments

All nine ELT-specific lesson segments were observed and subject lessons were sampled, nine out of a possible 22.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	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.	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.	Strength
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.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Teachers demonstrated a sound knowledge and awareness of the use of English and the linguistic systems underlying it. They produced clear spoken and written models, and boardwork often included both parts of speech and stress marks. The language explanations given were relevant and concise.

T24 There was a wide range of levels of English in some classes, particularly subject lessons, and in the better segments observed, this was taken into account in plans, with some planning for differentiation. The course objectives were clear.

T25 Learning outcomes were generally clear in plans and achieved through a coherent sequence of activities. Aims were sometimes expressed as teaching aims with a list of activities, rather than in terms of learning outcomes.

T26 A variety of appropriate teaching techniques was seen, including some good study skills practice, concept checking, elicitation and prompting. Young learner techniques, such as competitive team work, were used to good effect.

T27 The interactive whiteboard and whiteboard were handled well. A range of resources was used effectively. Instructions for the most part were clear, but in some cases, understanding was not checked.

T28 Students were encouraged with positive comments. However, opportunities to correct were sometimes missed.

T29 Individual monitoring, short assessment activities and homework, were used very effectively to evaluate whether learning was taking place.

T30 In most segments observed students were engaged and studying in a positive atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme with the majority of lessons observed being good or satisfactory. Teachers had a sound knowledge of the English language and class profiles demonstrated an awareness of students' needs. Learning outcomes were generally clear. Teaching techniques were appropriate and the classroom was effectively managed. Students received encouraging feedback and learning was evaluated very effectively. In most cases, students were engaged and enjoyed learning in a positive atmosphere.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Strength

Comments

W1 There are excellent arrangements for ensuring the safety and security of students. Access to academic, social and accommodation buildings is controlled by sophisticated electronic key cards. There are regular timed full fire drill evacuations and there is a safety orientation for students at induction.

W3 The wide range of systems for delivering pastoral care is excellent. The director of pastoral care co-ordinates welfare provision, boarding arrangements, safeguarding, staff training and support services such as counselling. There are *Who to talk to* posters on display. Teachers and other staff provide front-line support in the school and there are three matrons who are available in the boarding houses.

W6 The school has a dedicated travel coordinator who contacts the parents of all students to arrange their journeys to and from the school.

W8 Health care provision is excellent. Sherborne School group has its own health centre with six nurses available around the clock and a GP attends every weekday morning. There are numerous first aid trained staff at the boarding houses and in the school.

Accommodation (W9–W22 as applicable)

Area of strength

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

Comments

W10 Cleaning and laundry services are provided at a level greatly exceeding the minimum specified in the national requirements for boarding houses, with daily cleaning and laundry services provided as needed.
W11 All accommodation is owned by the Sherborne School group, is inspected through extremely frequent visits and maintained at a standard well in excess of national requirements for boarding houses.
W13 Problems identified were reported by students to be dealt with very quickly and efficiently.
W15 Meals are compulsory; a register is taken at the entrance to the dining hall. The food provided is of excellent quality with a good range of choices and generous amounts; students commented very favourably on it.

<i>Accommodation: homestay only</i>	
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.

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

Comments

None.

Leisure opportunities		Area of strength
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.	Strength	
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength	
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength	
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met	

Comments

W24 The content of what is an extensive leisure programme is wholly appropriate to the school's students.

W25 The school has access to a very wide range of excellent resources within the Sherborne School group. These include a sports hall, two swimming pools and numerous playing fields. Excursions are well resourced. The leisure programme is well organised by a number of specialist staff including the external events co-ordinator.

W26 The systems to ensure the safety and security of students have been developed by the external visits co-ordinator who oversees, with trip and event organisers, risk assessments and obtains feedback on these after the event so that they are 'live' documents.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	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.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Strength
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

All students at Sherborne International are under the age of 18.

S1 There is a comprehensive and detailed policy that names the director of pastoral care as the designated safeguarding lead with the school principal, vice principal and director of short courses as deputy safeguarding leads. All have been trained to specialist level. Two governors, join the designated team for regular meetings and to inform the annual revision process. Key points of the policy are made known to students at induction and on noticeboards which also show details of Child Care and Independent Listeners.

S4 Recruitment procedures are rigorous in assessing the suitability of applicants. There was evidence of a robust decision making process based on a full range of possible information.

S5 Supervision is constant and thorough while students are on school premises; students sign out of their boarding houses and in to the dining hall and to activities.

S7 Accommodation is in the boarding houses and all meals are taken at Sherborne International. Supervision ratios are good with at least two adults residing in each boarding house and others on call nearby.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	2007
Last full inspection	October 2015
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	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1977
Ownership	Name of company: Sherborne School (Sherborne International) Company number: Charity number 1081228
Other accreditation/inspection	ISI

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	N/a

Student profile

	At inspection	In peak week: August (organisation's estimate)
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	60	25
Full-time ELT (15+ hours per week) aged under 16	64	144
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	124	169
Junior programmes: advertised minimum age	11	8
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Chinese, Russian and Japanese	German, Russian, Japanese
Adult programmes: advertised minimum age	0	0
Adult programmes: typical age range	0	0
Adult programmes: typical length of stay	0	0
Adult programmes: predominant nationalities	0	0

Staff profile

	At inspection	In peak week (August)
Total number of teachers on eligible ELT courses	29 (includes ELT-specific and subject teachers)	26
Number teaching ELT 20 hours and over a week	19	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	6	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	9.5	

Total number of support staff	Catering: 27 Central Services, IT support, Estates (all centrally shared with Sherborne School): 104	
-------------------------------	---	--

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	3	
Total	5	
Comments		

The vice principal had no teaching requirement; the head of English had 25 periods; learning community manager had 18 periods, the deputy director of short courses had nine periods, and the senior teacher had 17 periods. (One period = 45 minutes)

Teacher qualifications profile

Profile in week of inspection		
Professional qualifications	Number of teachers	
	ELT	Subject
TEFLQ qualification	6	0
TEFLI qualification	1	0
Holding specialist qualifications only (specify)	0	0
TEFLI and qualified teacher status (QTS)	0	13
Qualified teacher status only	0	1
Teachers without appropriate ELT/TESOL qualification	0	8
Total	29	
Comments		

These figures include the seven ELT-specific teachers and the 22 subject teachers. Eight of the nine subject teachers without appropriate ELT/TESOL qualifications have TKT and CLIL qualifications.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	0	124
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s		
	0	124
Overall total adults + under 18s	124	

Points to be addressed

Management

M9 Changes to a staff member's responsibilities are not always systematically recorded.

M12 Appraisals have not been regularly carried out over recent years.

M28 All teachers are sometimes referred to as fully qualified or qualified English teachers. This is not the case for all subject teachers.

Teaching and learning

T10 Only a proportion of teachers on both year-round and short courses have been observed in the last 12 months.

T25 Aims were sometimes expressed as teaching aims with a list of activities, rather than in terms of learning outcomes.

T27 In some cases understanding of instructions was not checked.

T28 Opportunities to correct were sometimes missed.

Action plan

It is now a requirement of M7 that an Action plan showing progress on all points to be addressed is submitted with the Annual declaration in the year following an inspection. Please submit this to the Accreditation Unit by 15 February 2020. [Action on any points to be addressed with a specific earlier deadline must be submitted by the deadline given in the results letter.]

Once submitted the Action plan should be kept up to date (but not submitted unless requested) ready for future inspections.
