



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
BELLERBYS COLLEGE BRIGHTON**

INDEPENDENT SCHOOLS INSPECTORATE

Bellerbys College Brighton

| | | | | |
|------------------------|--|------------|---------|------------|
| Full Name of School | Bellerbys College Brighton | | | |
| DfE Number | 846/6009 | | | |
| Address | Bellerbys College Brighton 1 Billinton Way Brighton East Sussex BN1 4LF England | | | |
| Telephone Number | 01273 339200 | | | |
| Fax Number | 01273 339201 | | | |
| Email Address | smower@studygroup.com | | | |
| Principal | Mr Simon Mower | | | |
| Chair of Governors | Mr James Pitman | | | |
| Age Range | 14 to 19 | | | |
| Total Number of Pupils | 674 | | | |
| Gender of Pupils | Mixed (367 boys; 307 girls) | | | |
| Numbers by Age | 11-16: | 172 | 16-19: | 502 |
| Number of Day Pupils | Total: | 86 | | |
| Number of Boarders | Total: | 588 | | |
| | Full: | 588 | Weekly: | 0 |
| Inspection Dates | 22 to 25 Sep 2015 | | | |

PREFACE

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school.

This is the school's first inspection by ISI. It was last inspected by Ofsted in September 2010.

This inspection contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education, personal development and welfare.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features;
- (iii) an investigation of the financial viability of the school or its accounting procedures;
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with members of the senior management team of the colleges, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and an assembly. Inspectors visited residences, homestay accommodation and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

| | |
|-----------------------|--|
| Mr Stephen Cole | Reporting Inspector |
| Mr Alan Bougeard | Team Inspector (Assistant Head, HMC School) |
| Mr Andrew Gillespie | Team Inspector (Director of Studies, ISA School) |
| Mr Peter Grant | Team Inspector (Head of Department, HMC School) |
| Miss Barbara Habayeb | Team Inspector (Vice Principal, ISA School) |
| Mrs Denise Hammersley | Team Inspector (Deputy Principal, ISA college) |
| Mrs Claire Osborn | Team Inspector (Head, ISA School) |
| Mr Richard Robson | Team Inspector (Head, HMC School) |
| Mrs Elizabeth Skelton | Team Inspector (Deputy Head, GSA School) |
| Mr Gregg Davies | Co-ordinating Inspector for Boarding |

CONTENTS

| | Page |
|--|-----------|
| 1 THE CHARACTERISTICS OF THE SCHOOL | 1 |
| 2 THE SUCCESS OF THE SCHOOL | 2 |
| (a) Main findings | 2 |
| (b) Action points | 3 |
| (i) Compliance with regulatory requirements | 3 |
| (ii) Recommendations for further improvement | 3 |
| 3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS | 4 |
| (a) The quality of the pupils' achievements and learning | 4 |
| (b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils) | 5 |
| (c) The contribution of teaching | 6 |
| 4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT | 7 |
| (a) The spiritual, moral, social and cultural development of the pupils | 7 |
| (b) The contribution of arrangements for pastoral care | 8 |
| (c) The contribution of arrangements for welfare, health and safety | 9 |
| (d) The quality of boarding | 10 |
| 5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT | 12 |
| (a) The quality of governance | 12 |
| (b) The quality of leadership and management, including links with parents, carers and guardians | 12 |

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Bellerbys College Brighton aims to educate students to their full academic potential and achieve their personal goals. It is one of four Bellerbys Colleges which themselves are part of Study Group, a global education organisation which in addition to the colleges owns language schools and international study centres. The proprietor is Bellerbys Educational Services Ltd. The head office is in Brighton but the college has its own local management and staffing. Some educational support functions such as human resources and IT are centralised at Brighton. Governance is delegated by the proprietors to a senior management team that includes the four college principals; the team exercises oversight of all four Bellerbys colleges.
- 1.2 Initially in Hove, the college moved to its new buildings in the city centre in 2007. It is now a co-educational independent boarding college, specialising in educating international students. The college offers a wide range of courses aimed at securing places for its students at British universities.
- 1.3 The college admits some students into Year 9 and Year 10 but the majority join at the start of the sixth form. The 674 students on roll come from 53 countries. Almost all students have English as an additional language (EAL). Five have been identified as having special educational needs and/or disabilities (SEND) but all are at a minor level and not requiring support. None has an education, health and care (EHC) plan. The ability of students at entry is broadly average for the courses being offered.
- 1.4 Over half the students at Bellerbys live in the residence on the main city campus. This is currently split into three houses, Kipling, Milne and Woolf. Students aged over 18 live in a smaller off-site residence, Paris House. Another 183 students live with host families in the Brighton and Hove area organised by the college. The remaining students live in privately-organised accommodation. With the exception of a very small number of day students all of those living in private accommodation are over 18.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Bellerbys College successfully achieves its aim to enable students to fulfil their academic potential and achieve their personal goals. Students achieve good results in IGCSE, A level and the Bellerbys College Foundation course. Almost all gain places at a wide range of universities in the United Kingdom and overseas. The high proportion of students with EAL make rapid progress compared to their starting points. Progress of more able is inhibited by the lack of challenge in some lessons. The flexibility of the curriculum, including the facility for transferring between A-level and Foundation courses supports well individual needs and approaches. Support for EAL students is embedded in the curriculum. Students with special educational needs and/or disabilities (SEND) have their needs met successfully. Teaching is good, but assessment and marking are not used well enough to show students how to improve.
- 2.2 The students' personal development is excellent. They have a strong spiritual, social and moral awareness. Relationships in the college are polite and respectful, and benefit from the wide cultural background of the students. Pastoral care arrangements are excellent and strongly support the development of students. Every student has a welfare interview on arrival. The welfare team is easily accessible and quickly deals with educational or accommodation concerns. The quality of boarding is sound. The on-site residences are modern and well equipped. Although a small minority of boarders who responded to the questionnaire said the food could be improved, there is a range of menus available and caterers quickly respond to suggestions. Welfare, health and safety arrangements are unsatisfactory. The safeguarding policy needed updating during the inspection. Recruitment checks on some staff had not been carried out before appointment and others have not been entered correctly on the single central register. Some regular visitors to homestay accommodation have not received the necessary checks. Risk analysis is carried out efficiently and there are proper arrangements for students who are unwell. The college meets the needs of students with disabilities.
- 2.3 The governance of the college is unsatisfactory. There is confusion over the respective roles of governance and leadership; the oversight of the college's performance is not sufficiently detached. There is no annual review of safeguarding arrangements and several policies needed updating during the inspection. The recruitment of staff has lacked rigour; arrangements for carrying out checks do not meet requirements. The leadership and management of the college are sound. There is a clear focus on raising attainment through improvements in teaching, but monitoring arrangements to ensure this have been insufficient to have a marked impact on the achievement of the students. The availability of staff training is excellent. Induction procedures for new teachers are thorough. The college has good arrangements to keep parents informed and consulted.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school does not meet all the requirements of the Education (Independent School Standards) Regulations 2014, and therefore it is required to take the following action:

- ensure that all required checks on the suitability of staff including identity, and prohibited list checks, and in the event that the DBS , disclosure is delayed, separate barred list check, are made before they start work at the college and such checks are recorded on the single central register of appointments [Part 4, paragraphs 18 (2)(a),(b),(d), (f) and (3), 21 (3)(b) under Suitability of staff, supply staff and proprietors; and for the same reason, Part 3, paragraphs 7 (a) and (b) and 8 (a) and (b) under Welfare, health and safety, as well as National Minimum Standards 11, under Child Protection and 14.1 under Staff Recruitment and Checks on Other Adults];
- ensure that regular visitors to homestay accommodation have an enhanced disclosure and barred list check [National Minimum Standards 11, under Child Protection,14.1 under Staff Recruitment and Checks on Other Adults and 20.5 under Lodgings];
- ensure that the proprietor carries out an annual review of safeguarding [Part 3, paragraphs 7 (a) and (b) and 8(a) and (b) under Welfare, health and safety, and National Minimum Standards 11, under Child Protection].

2.5 The school does not meet all the National Minimum Standards for Boarding Schools 2015, as described above.

(ii) Recommendations for further improvement

2.6 In addition to the above regulatory action points, the college is advised to make the following improvements.

1. Clarify the arrangements for the governance of the college so that the boundary between its governance and its leadership and management is clear.
2. Ensure that assessment is used rigorously to check attainment on entry and throughout courses to ensure that students make appropriate progress.
3. Ensure that teaching always provides sufficient challenge to the more able in the class.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of the students' achievements and learning is good.
- 3.2 Students are well educated, in accordance with the aims of the college to enable students to fulfil their academic potential and achieve their personal goals. Students display good levels of subject knowledge and understanding, in relation to their ability. They speak confidently and listen carefully. Reading and writing skills are excellent, particularly as English is an additional language for the vast majority of students. They write fluently and persuasively; when speaking they express their views coherently.
- 3.3 Students' numerical skills are excellent; for example, in chemistry they spontaneously constructed graphs to calculate the half-life of a chemical reaction. Students of all ages develop good physical skills. Their use of information and communication technology (ICT) is sophisticated. Students, particularly the more able, show good levels of logical and analytical thinking, for example when solving mechanics problems or deriving algorithms. Their well-developed creative skills are evident in art and photography.
- 3.4 Students perform at a good level in enrichment activities outside lessons. They have achieved success in debating, biology and physics Olympiads, the UK Maths Challenge, second prize in a regional art history competition and one student won first place in a competitive senior essay prize.
- 3.5 The following analysis uses the national and international data for the years 2012 to 2014. These are the most recent years for which comparative statistics are available. The results in IGCSE in 2014 were below worldwide averages overall, although in chemistry and ICT they were above worldwide norms, and in mathematics similar to them. At A level, results were above the national average for maintained schools in 2013 and 2014. Although no national data is yet available, the 2015 results show a significant increase in the proportion of A* to B grades compared to the previous two years. After taking the first year course leading to A level, between one-third and a half of students transfer to the Bellerbys Colleges' Foundation course. There is no comparative data available for this programme, but its impact is evident from the fact that most students go on to secure places at United Kingdom and overseas universities, including many with high entry requirements. The vast majority of those completing the A-level course also obtain places in higher education.
- 3.6 The lack of systematic data on entry standards makes it difficult to judge the progress that is made by the students. The evidence available from examining students' work and from discussions suggests that progress is good to both IGCSE and A level. There is more information about student's linguistic progress. The scores from the International English Language Testing System (IELTS) show rapid progress from a wide range of starting points. Students with SEND make progress in line with other students as a result of the support that they receive. The progress of the most able is dependent on the extent of challenge in lessons but overall, the available evidence shows that they make progress that is at least sound and often good.

- 3.7 All students are academically well motivated. They are diligent, enthusiastic, and highly developed independent learners. During non- lesson time almost all students engage in private study. They work silently in the library from dawn to dusk. In the social and dining areas it is common to see students helping each other. Students listen with focus to expositions and instructions, settle quickly to new tasks and enjoy being given opportunities in class to work collaboratively. They take responsibility for their learning, displaying commitment and resourcefulness. Files and exercise books are organised methodically.

3.(b) The contribution of curricular and extra-curricular provision

- 3.8 The contribution of curricular and extra-curricular activities is good.
- 3.9 The curriculum provides a wide and balanced range of provision at all stages, appropriate to the needs of individual students. It therefore meets the aims of the college in preparing students for entry to university. Of those parents who responded to the pre-inspection questionnaire the vast majority thought the range of subjects offered was appropriate. The availability of teaching in the summer holidays provides flexibility for starting courses at non-standard points in the academic year.
- 3.10 The GCSE pathway programme allows students the opportunity to study a wide range of subjects in Year 9 prior to selection of examination subjects at GCSE through Years 10 or 11. Students following the one-year GCSE course study only six subjects that prepare them for AS level or the Bellerbys Foundation Programme. All students also take physical education (PE). The A level programme allows students to study over either one or two years. After AS, some students may opt to follow the Bellerbys Colleges' own Foundation Programme. Modules include specialised English skills and are tailored to suit the needs of the students wishing to enter higher education.
- 3.11 The academic enrichment programme offers opportunities for students to broaden their learning, providing exposure to a wide range of subject areas, designed to extend their knowledge and understanding beyond that required for examination. Support for the vast majority of students for whom English is an additional language is embedded throughout the curriculum. Regular IELTS testing and a range of English modules help to support language development. The SEND provision is appropriate to the identified needs of students.
- 3.12 The provision for extra-curricular activities is good. Students benefit from opportunities to participate in predominantly recreational sports activities. A range of activities including racket sports, football, basketball and volleyball are provided at weekends at a local community centre. Fitness classes are also available at the college through the week offering fitness training, table-tennis, yoga and kick-boxing. The college supports pupils who seek tuition in specific musical instruments. A range of boarding activities is also provided for students living on site. Participation in extra-curricular and enrichment activity is optional, but the school monitors the take-up by students engaged in additional activities.
- 3.13 Personal, social, and health education (PSHE) is taught through tutorials and assemblies. It reflects the college's aims and ethos and encourages respect for other people, including those with protected characteristics. During the inspection a stimulating whole college assembly contextualised the understanding of what characterises "Britishness" whilst providing a balanced view of different political and

international stances. Sixth-form students receive weekly sessions in preparation for university application. The college is providing more careers guidance for students of compulsory college age.

3.(c) The contribution of teaching

- 3.14 The overall quality of teaching is good.
- 3.15 Teaching is successful in promoting students' progress. Teaching supports the overall aims of the college to educate young people to the highest academic standard that enables students to fulfil their academic potential and achieve their personal goals.
- 3.16 Most lessons are planned to proceed at an appropriate pace, making good use of time. Teaching demonstrates good subject knowledge and most teachers have a good understanding of students' needs and examination requirements. Students are clearly directed to achieve their learning objectives, which are shared with them. The teaching methods in most lessons generate an enthusiasm in students and an engagement that promotes good progress. In the pre-inspection questionnaire, the overwhelming majority of students said that teachers gave individual help if needed. The resources available are extensive, but are not always used effectively. For example, the use of ICT does not yet fulfil the college's aim of engaging students in new ways of learning through learning technologies.
- 3.17 Classroom relationships are excellent, both between teachers and students and in particular amongst students of many different nationalities. Teaching effectively promotes tolerance and understanding in a non-partisan manner. For example, a discussion in a business studies lesson encouraged an appreciation of diversity in the UK. Praise and encouragement is used appropriately to foster application. There is a shared sense of academic purpose throughout the college that sets the atmosphere for students' high aspirations.
- 3.18 Most lesson plans include a range of learning styles, including individual, group and collaborative working. In a small number of lessons, planning did not take enough account of students' interests or provide enough opportunity for independent learning. As a result, students had fewer opportunities to learn interactively from each other's contributions.
- 3.19 Assessment is not being used well enough to identify what the pupils are capable of doing, or to monitor their progress over time. Within almost all lessons, questioning is used well to develop students' understanding and to test ideas. The short to medium term progress of students is assessed informally and regularly through tests and homework, and can result in to additional support, particularly in the use of English. There is no common approach to marking. Where marking has a good impact on learning, students are given clear guidance on what they do well and what they should do to improve; this is followed up in subsequent marking. This practice is not shared sufficiently well. Similarly, while the college gathers attainment information, the data are not being used to identify students' ability at entry and thus longer-term personal targets for attainment. This limits the quality of lesson planning. While informal assessment methods allow most students, including those with SEND, to make good progress, the most able are not always being given work in class that challenges them.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The spiritual, moral social and cultural development of the students is excellent.
- 4.2 The college takes active steps to promote the personal development of students and the central place of democracy, the rule of law, individual liberty and mutual respect for different faiths and beliefs, ensuring that students gain excellent awareness of the British way of life with pride and loyalty for the college and their growing development as citizens.
- 4.3 The students' spiritual development is excellent. The college ethos allows students to grow into self-assured young adults with a strong sense of their own beliefs. Artwork around the college shows an imaginative approach to appreciating nature and the non-material aspects of life, together with emotional maturity. The provision of a Reflection Room for all faiths, including those with no faith, resulted from a college council request and is valued by students. Their confidence is apparent when confronting with the challenges presented by their studies and participation in charity fundraising as well as in the enrichment programme. Students are involved and enthusiastic, with many deriving great strength and self-confidence from performing and sporting experiences. Their self-esteem is strengthened by the emphasis the college places on valuing them as individuals and the encouragement they receive to share their skills and talents with others.
- 4.4 The students demonstrate excellent moral awareness, supported by the personal, social and moral education teaching. They have a clear sense of right and wrong, showing respect for the college rules and their learning environment. They also develop an understanding of the central place of the law in England. They respond well to the many opportunities provided to explore and discuss moral choices in personal, social and moral education, as well as through the enrichment programme. Students are self-aware and reflect maturely on personal choices and ethical and moral dilemmas facing them in their multi-cultural society.
- 4.5 The social development of the students is excellent. They are friendly, polite and welcoming. They are active contributors as members of the community and assume roles of responsibility and service in the older year groups. They enjoy using their talents for the benefit of the college community and their conduct towards each other and towards staff is consistently excellent. Students acquire a very good appreciation of the public institutions of England through assemblies, personal, social and moral education and debating, in which they take an active part. Their awareness of UK and international politics is informed and intelligent, as exemplified in the mock general election and in the debates. The students' everyday interactions show tolerance of the diverse character of society.
- 4.6 A wide range of nationalities, cultures and faiths within the college ensures that students develop a very strong cultural awareness, demonstrated by their successful participation in the Model United Nations (MUN) programme. They respect and are sensitive to the different approaches and perspectives of other nationalities. Boarders celebrate with others their varied backgrounds, through their participation in the international music and drama evening, through the talent show and through visits to a local primary college to celebrate the Chinese New Year. Students understand very well the realities of other cultures and show respect for them at all times.

4.(b) The contribution of arrangements for pastoral care

- 4.7 The quality of the college's arrangements for pastoral care is excellent.
- 4.8 The pastoral care meets the college aim of creating an environment which promotes happiness, respect and growth ensuring each student feels supported and cared for. Students have a variety of adults to whom they can turn to for advice in both their academic and personal development. An extensive student services team ensures the international students are welcomed into the college, monitor attendance and arrange accommodation. A welfare contract for all students under 18 is completed on arrival following an individual meeting with the welfare officer. This comprehensive document, accessible by all staff responsible for the pastoral care of the students, ensures the students understand expectations and identifies any potential problems.
- 4.9 Relationships between staff and students and the students themselves are excellent. Tutor teams, led by the senior tutors and the programme managers, informally monitor the academic progress of the students. The extended weekly tutorial periods are used to ensure the students develop the skills and knowledge needed to prepare them for higher education. Individual students are discussed at the weekly multi- disciplinary welfare meetings. The language advisors provide support for students in their mother tongue and a group of staff, trained as listeners, are available to offer advice and support.
- 4.10 The college encourages students, through the PSHE programme and in lessons, to adopt a healthy lifestyle. For example in a biology lesson, students were made aware of the sugar content of fizzy drinks and fruit juices linking this to the dangers of obesity and type 2 diabetes. Each student is provided with a 'stay fit and healthy' booklet which outlines the benefits of exercise and a healthy diet. The work of nursing staff is closely integrated into the welfare team; the arrangements for students who are injured or sick are of high quality.
- 4.11 The college is very responsive to the views of the students. Students reported that kitchenettes in the residences had been installed at the request of the student union. Responses to pupil questionnaires confirmed that students felt their opinions were asked for and responded to. The college is very effective in promoting good behaviour and students are polite and considerate. There is a real sense of purpose and warmth in the college. Students respond very positively to each other and the large international mix of the student body is a real advantage in cultivating an acceptance of different cultures. In surveys and interviews, students make clear that bullying is very rare and all felt confident it would be dealt with effectively by a member of staff if it occurred. There is a well appreciated system of rewards in the GCSE programme as well as regular assemblies to celebrate academic success and attendance. A suitable three-year disability access plan is in place which ensures all students have access to the curriculum and the buildings as well as the support appropriate to their needs.

4.(c) The contribution of arrangements for welfare, health and safety

- 4.12 The contribution of arrangements for welfare, health and safety is unsatisfactory.
- 4.13 At the time of the inspection, the majority of teachers appointed since April 1st 2012 had not been checked against the prohibition from teaching list. A significant proportion of staff had been allowed to start work pending receipt of an enhanced disclosure, but without a barred list check. The college had not checked the identity of all staff before appointment. The senior management group set up to assess the risks does not fully record discussions about the management of safeguarding. The safer recruitment policy is that of the wider group of colleges, and was updated during the inspection to more clearly identify the necessary employment checks for those employed in schools; it now meets requirements and has been made available to staff and parents, but its implementation has yet to be demonstrated in new appointments. In addition, there are concerns over the checking of adults in some aspects of boarding.
- 4.14 Staff receive training in child protection, including the prevention of extremism and female genital mutilation. New staff were clearly alert to the signs of abuse or need in young people. The safeguarding policy was amended during the inspection to reflect the correct procedures for reporting concerns; the revised policy is now available to parents and staff. Practice in terms of safeguarding pupils, as demonstrated by interviews with staff and formal safeguarding records, is good. There is good provision for students to approach members of staff for guidance and help but written records of these are not consistently made or retained.
- 4.15 Appropriate measures have been taken to reduce the risk from fire on the college premises. Evacuation procedures are practised regularly and are recorded. Evacuation procedures in the boarding houses have been practised during boarding time but not necessarily at times when the risk of fire is greatest. Fire safety equipment is checked regularly and properly maintained. Suitable health and safety procedures are in place. Generic risk assessments cover outdoor activities and trips. Appropriate risk assessments have been seen for shared use of facilities by older students attending the Embassy Language College. The first-aid policy covers appropriate arrangements for students who are sick or injured.
- 4.16 Staff are aware of students with any disabilities and make arrangements for them to access the curriculum. Lifts are available in the building to facilitate access for those that need it. Security on all college premises is rigorous, with careful monitoring of access to buildings. The college's attendance and admission registers are correctly kept. The checking of student attendance and procedures for following up on absences is done frequently and very effectively; parents are kept informed of any concerns.

4.(d) The quality of boarding

- 4.17 The quality of boarding is sound.
- 4.18 The outcomes for boarders are good. All boarders have a high standard of personal development. By the time they leave the college they are confident that they can make a positive difference in their future career as citizens of the world. Those who experience total immersion with host families improve their English quickly and learn the different nuances of British culture. Those who choose to live in the college residences have a myriad of other languages and cultures with which to compare their own. The older boarders who enjoy the greater independence of Paris House have the advantage of a smaller international community. All boarders are willing to accept the challenges they meet from within the safety of the careful boundaries imposed by staff and host families. Boarders' behaviour is very good and they respect others in the boarding communities. They are confident that their possessions are secure. Many take advantage of the good range physical, social and cerebral activities on offer. Boarders are able to express their opinions by electing a member to the college student union. Some students become prefects to help younger or less experienced boarders and this is being developed with the addition of trained mentors for newly arrived boarders.
- 4.19 The quality of boarding provision is good. Residence staff are committed to boarders in their care. The residences have recently been reorganised by age, three houses enabling more age specific support. Facilities in the college residence are excellent: each boarder has a single room with en-suite facilities. Common rooms on each floor allow small groups to meet and bigger recreational areas are well equipped. There is a wide choice of differing home-stay accommodation. Home-stay boarders benefit from careful selection and monitoring of compatible host families; where boarders are under the age of 16 additional checks are carried out. The requirements of private fostering are fulfilled. The standard and size of the lodging varies but in interview all boarders spoke positively about their rooms and facilities available. Paris House accommodation is adequate. In interviews all Paris House boarders voiced concern that they have to leave the main college building before 7.00pm and miss out on a wider collegiate experience.
- 4.20 A small minority of boarders who responded to the questionnaire said the food could be improved. Inspectors followed up the matter in more detail and examined menus. They found that the standard and variety of food produced by the college canteen is excellent and the facility, which is open throughout the day, is much appreciated by all boarders. The college takes great care over the dietary needs of the varying religions represented. World theme days encourage diners to experiment with different foods whilst maintaining a nutritional balance. Suggestions for improvement are sought and students reported that the catering team responded positively. The medical provision for all boarders is excellent and records are assiduously maintained. International remedies, which boarders may bring with them, are discouraged and are kept securely until thorough checks can be made. Facilities are available if there is a need to isolate a sick boarder. Home-stay families are given clear guidelines to ensure medical safety. Boarders have good access to medical or dental services if required. Excellent relationships with local health practitioners ensure that boarders' needs are met. Boarders maintain communication with parents and family through electronic devices and the availability of excellent wi-fi is seen by the college residences and home-stay families as vital for the well-being of boarders. Security arrangements are appropriate and do not impinge on the privacy of boarders.

- 4.21 The effectiveness of the arrangements for welfare and safeguarding is unsatisfactory. The college ensures that home-stay parents and other residents over 16 have the necessary safeguarding checks. Specialist staff monitor the arrangements regularly. However, not all adults who visit home-stays on a regular basis have been subject to an enhanced DBS check. Some staff who come into regular contact with boarders have not been the subject of rigorous recruitment checking and their suitability could not have been guaranteed when they began to work with the college students. During the inspection week all possible outstanding checks were completed. Boarders report that bullying is rare and if it does occur it is dealt with quickly and effectively. Rewards for positive behaviour have been recently introduced into the residences and are welcomed by the boarders. Staff in charge of boarders in the residences have thorough induction training and the senior managers share with all staff the boarding training they attend. All boarders value and appreciate the help they receive from staff. Residence and home-stay adults know their role should a boarder go missing and the college's efficient security measures have ensured prompt responses to incidents. Students know that help is immediate if they ring the security helpline. Fire evacuation procedures are thorough and regular drills are held although not always at a time of greatest potential risk. Suitable logs are kept.
- 4.22 The effectiveness of the leadership and management of the boarding provision is sound. Boarders are very positive in their view of how well they are looked after. Day-to-day management of the residences is secure and a relatively new team is working hard to implement new practices; this is having a positive effect on the boarders' experiences. There is inconsistency in the leadership of college residences and Paris House, reflecting a lack of clarity in this area. There is a lack of an overall development plan and oversight by governors to guide the direction of boarding means that a major part of the boarding experience is not supported well. A development plan has been created for one residence which has helped guide its progress over the past year, but this is not the case in other college-based accommodation. In contrast, home-stay families feel that arrangements are managed very well by the accommodation team and particularly like the ease with which they can be contacted. The organisation and direction of the home-stay experience is thorough; host families are given all the documentation required and guidance is readily available.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is unsatisfactory.
- 5.2 The members of the proprietorial body, Bellerbys Educational Services Ltd, take no direct role in the governance of the college. It delegates the leadership, strategy and decision making to the Bellerbys senior management team which includes the principal. Hence the team has a detailed knowledge of the college, and provides the stimulus for improvement. Close analysis of the needs of the college has resulted on a comprehensive development plan. However the overlap between the governance and management roles of the senior team means there is no detached oversight of the college's performance in line with its aims.
- 5.3 The considerable investment in the spacious modern teaching and residential environment has enhanced the educational experience of the students. The generous resourcing of teaching and professional development of staff has contributed to the improved academic results.
- 5.4 The Bellerbys senior management team, acting as the governing body, discusses welfare issues at monthly meetings, but the required annual review of safeguarding, including safer appointment procedures, has not been carried out. Many policies are generic to the group of Bellerbys colleges. The centralisation of aspects of student services results in a confusion of accountability for creation, implementation and monitoring of policies, including those for the welfare and safety of students.
- 5.5 Recruitment procedures outlined in safeguarding policy did not meet requirements of statutory guidance. As a result, a significant number of staff were employed without the necessary pre-appointment checks in place, nor was information transferred to the single central register of appointments, although both were remedied before the end of the inspection.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.6 The quality of leadership and management within the college is sound.
- 5.7 The college leadership and management is successful in promoting the aims of the college. They are committed to encouraging a strong sense of cultural diversity and an ethos of equality and tolerance pervades. All the parents responding to the pre-inspection questionnaire stated that the college is well led and managed.
- 5.8 The senior leadership team within the college is visible and accessible to staff or students. Its members, supported by the senior teachers, have clearly defined roles and the college is well organised on a day-to-day basis. The college is a secure, calm and purposeful environment where students feel at home; there is a strong culture of support. A well-resourced student services and home-stay team provides a clear and effective focus for students seeking assistance. Language advisors and the listening team provide further support. The weekly welfare meeting shares information about individual students and ensures that they are appropriately supported.

- 5.9 The college's senior management team focuses on improving attainment through raising the quality of teaching. Monitoring of this by leadership at all levels is not yet fully effective in raising standards. Student progress is managed by the course programme managers whose detailed knowledge of students ensures that the vast majority enter their first choice universities. Teachers report marks monthly to the programme managers, but a formal benchmarked and validated tracking system is yet to be embedded into the planning of lessons. Recent training on strategies for teaching students with EAL or SEND and challenging the more able are yet to be evaluated for their impact on achievement. Monitoring of teaching is uneven. Heads of faculty have been trained to conduct staff appraisals and implement intervention strategies. Records show that some intervention has resulted in improvement, but the lack of overview by the college's senior management team has resulted in some heads of faculty not following the policy and procedures for appraisal and staff development.
- 5.10 The need to sometimes appoint new teachers quickly means that not all interviews are fully recorded on staff files. The college's safer recruitment policy has not always been followed, and as a result, required checks have not been carried out before appointment or taking up post. All new staff complete a comprehensive induction programme including their responsibilities for safeguarding, health, safety and welfare. In interview they showed an excellent knowledge and understanding of the college's procedures.
- 5.11 Staff training is well planned and resourced. Sessions on mental health, strategies to combat radicalisation and e-safety reflect the college's emphasis on the quality of student welfare. Safeguarding training is updated annually, but training certificates are not routinely logged. Staff have been invited to participate in working groups to shape the future vision of the college and have also completed numerous questionnaires as part of the leadership self-evaluation process.
- 5.12 The college establishes constructive relationships with parents, working very closely with agents and the college language advisors so that communication is effective and parents understand the information being shared. Parents are greatly appreciative and supportive of the communication from staff.
- 5.13 Parents are provided with all the information needed so that they can make the most appropriate educational choices. They are also provided with a 'pre-departure pack' which includes useful practical information about the college and helpful advice to students about moving to the UK.
- 5.14 At the start of term, parents are invited to the college. They are encouraged to visit the college when they are in the country and time is given for them to meet the staff. Opportunities are provided for the very few parents who live locally to come into the college for face-to-face meetings to discuss students' progress and achievements.
- 5.15 Of the parents who responded to the questionnaire, a very small minority felt that the college does not involve them in events or aspects of college life. Inspectors found that the college does provide an appropriate number of opportunities for parents to become involved including induction and family visits. The college also provides some overseas opportunities for parents to meet senior members of staff and this gives them a chance to discuss their children in a more personal manner than by e-mail communication. Parents are always contacted about any proposed changes to academic pathways or if there are attendance, pastoral or behavioural concerns, so that meetings can be set up as appropriate. The illustrated college newspaper sent

to parents twice a year provides an insight into the range of activities and opportunities available to students.

- 5.16 The termly reports include suitable information about academic results, attendance, classwork and homework, as well as comments from pastoral and academic managers. All reports include written comments from subject teachers. Agents or language advisors translate the text of reports for any parent on demand. Students receive a comprehensive final academic transcript at the end of the Foundation course when students leave the college.
- 5.17 Students' concerns about academic and accommodation issues are quickly addressed and the college's formal procedures have not been invoked in the last three years.

What the school should do to improve is given at the beginning of the report in section 2.