

Organisation name	Heathfield Summer School, Ascot
Inspection date	10 August 2021 and 3 August 2022

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 Heathfield Summer School in August 2021 and August 2022. 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 private boarding school offers residential vacation courses in general English for under 18s.

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

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

Introduction

Heathfield School, an independent girls' boarding school, was founded in 1899 and it has been running its own, all-girls' summer courses for international students aged 8–17 since 1976. The director of the summer school has been responsible for organising and running the course for 28 years. A high proportion of the summer school staff, including the director of studies and the activity director, return each year.

Heathfield School also runs a summer camp for mainly UK-based students with a few overseas participants. The summer school and summer camp students share many out-of-class activities and the boarding house accommodation.

Management and administrative staff are shared between the summer course and the summer camp.

This inspection was split into two parts. The first part of the inspection took the equivalent of half a day over one day and was conducted remotely. Premises and resources, and Teaching and learning sections were not covered in this part of the inspection. All meetings were held with the director of the summer school. The second part of the inspection took the equivalent of one day and both inspectors were on site. Meetings were held with the director, deputy director, director of studies (DoS), assistant director of studies (ADoS), senior house mother, director of activities, and the bursar. Focus group meetings were held with teachers, students, as well as activity and welfare staff. All teachers were observed.

Address of main site/head office

Heathfield School, London Road, Ascot, Berkshire SL5 8BQ

Description of sites visited

Heathfield summer school (HSS) operates on a self-contained campus approximately two miles from Ascot train station. Year round, Heathfield School is a private boarding school for girls. The classrooms, offices, dining hall, and accommodation blocks are all in close proximity. The school's site includes extensive lawns, woodland, a theatre, indoor swimming pool, sports hall, gym, music rooms, cookery suite, dance studio, and an art studio. There are also outside netball and tennis courts.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

During the summer months, HSS offers residential vacation courses for 8 to 17 year-olds. The courses are a combination of general English and project work. An 'English With Style' course is offered in the final week of the programme which focuses on life skills such as wellbeing, teamwork, presentation skills, style, as well as English language development.

Management profile

The senior leader team (SLT) comprises the director, a deputy director, an assistant and trips director and the registrar, who works year round in the main school. The senior management team (SMT) includes the DoS, the activity director, and other managers responsible for the administration of the course and for the pastoral care of students. The DoS is assisted by an ADoS and together they manage the teaching team.

Accommodation profile

All students, except one who lives locally with a relative, are housed in boarding houses on the school campus. The junior boarding houses for students aged 8–11 and 12–16 comprise single and twin rooms and dormitories with three, six or eight beds. The senior boarding house for students aged 17 comprises single and twin rooms. All rooms have washbasins and shared shower and bathrooms.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Systems for both strategic and staff management are highly effective, and students receive an excellent level of customer service at all stages of their journey from enrolment through to the end of their courses. Publicity provides accurate information and gives rise to realistic expectations. *Strategic and quality management, staff management and student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The campus provides an excellent environment for both students and staff. There are well-maintained outside areas for relaxation, and staff are provided with very good facilities for both work and relaxation. IT support for staff is unsatisfactory, but students are provided with good support for independent learning. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. Teachers have a good range of appropriate skills and experience and systems for matching them to classes are effective. Academic management support and course design are very good. Placement procedures are well managed and students receive good support from the academic team. The teaching observed met the requirements of the scheme. *Academic staff profile, academic management and course design* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for safety and security are well met. Accommodation is very well managed. The leisure activities are very varied, well organised and well staffed. *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. The school has a comprehensive safeguarding policy and staff receive appropriate training. Parental consent forms reflect the robust levels of care and support given to under 18s. There are high staff-student ratios in accommodation. *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.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
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.	Strength

M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
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 The statement which describes the goals and values of the organisation is clear and prominent in publicity, handbooks and job descriptions. It is evident that the goals and values are integral to all aspects of the organisation.

M3 The structure of the operation is clear. Many of the staff have been managing and delivering the course for a considerable number of years, either as part of the year-round main school staff or as returning summer school staff. Staff have often had other roles within the operation and therefore cover is easily arranged between roles.

M4 Channels of communication are very effective. There are daily minuted meetings for all staff and additional departmental meetings. The SLT, which includes main school staff, meet regularly during the course and also throughout the year.

M5 Feedback is obtained and recorded both formally through questionnaires and informally. The questionnaires are well designed according to the students' ages. All the actions taken as a result of feedback are recorded.

M6 Feedback is obtained from staff formally as part of the mid-course and exit appraisals. They can also give feedback during the weekly meetings. Actions taken are recorded.

M7 There are well-established procedures in place for review. The end-of-course 'wash up' meeting includes a detailed analysis of staff and student feedback. There are many examples of changes implemented as a consequence of feedback.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
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.	Strength
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.	Met

Comments

M8 Human resources policies are appropriate and made clear to staff in handbooks and during the induction procedures for new and returning staff. A good proportion of summer school staff return each summer, some taking on different roles over the years. Staff spoken to felt valued and very well supported.

M10 There are comprehensive human resources procedures for each stage of the recruitment process. These include Safer Recruitment in Education procedures, which are rigorously followed.

M11 Induction procedures are very thorough for both new and returning staff. All new staff have between two and four days for inductions depending on their role, completed with a quiz to check full understanding and knowledge of procedures.

M12 Staff performance is monitored through mid-course appraisals for all non-teaching staff. Teachers' performance is monitored through observations. All staff have an exit appraisal. There are clear guidelines on handling unsatisfactory performance, using a supportive approach.

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.	Strength
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met

M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
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 All students receive a very high level of customer service. This was clear from speaking to students and from recorded feedback.

M15 Students and their parents receive detailed, appropriate, and well-presented information before arrival and have the benefit of a considerable amount of individual communication both before arrival and during their stay.

M16 Enrolment procedures are carried out very efficiently by experienced staff, who handle all procedures in a personal and sensitive way.

M20 School rules and the conditions and procedures under which students may be asked to leave the course are made very clear in the terms and conditions and the rules are presented again in inductions and in handbooks.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	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.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The publicity comprises a website, a brochure and two social media channels. The website is the main medium of publicity.

All criteria in this subsection are fully met.

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.	Strength
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.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Strength

Comments

P1 Premises are all in a good state of repair and very clean. There are extensive and well-maintained outdoor areas and comfortable common rooms for students.

P2 Classrooms are all of a good size, benefit from plenty of natural light and are climate controlled. Classroom furniture is flexible.

P3 There is a large canteen area, serving a wide range of food options, a tuck shop for snacks, and lots of outside space for relaxation.

P6 The management and administration team share a large open-plan office, and the teachers have a large room in which to prepare their lessons. There is also a staff sitting room, with comfortable seating for relaxation and holding meetings.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
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.	Not met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
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

P8 Teachers have access to a wide range of materials. As well as published titles, there is a wide range of well-organised digital resources created in house.

P9 Although the provision of educational technology in classrooms is good, the support from the year-round IT team has been less than satisfactory and has negatively impacted the work of both management and teachers.

P11 Students have two options for self study. The library is staffed on a regular basis for students wishing to read or work on their diaries, and there are also regular 'study clubs' where students can receive extra support with their project work.

Teaching and learning

Academic staff profile	Area of strength
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T3 The teaching team has a good range of experience with young learners. This includes different age groups as well as international and mainstream UK experience.

T4 All three members of the academic management team are TEFLQ and have extensive management experience.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength

T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength
Comments	
T5 Teachers are matched to courses with great attention paid to the range of teaching experience within the team and the different needs of student groups.	
T7 Cover is ample for the size of the operation. As well as the DoS and ADoS, the director is also available to cover for absent teachers.	
T9 Teachers meet with the DoS and ADoS every morning and felt exceptionally well supported as a team.	
T10 New teachers are observed in the first week, with returning teachers being seen in the second. All teachers felt the observation procedure was very supportive and appreciated how this process feeds immediately into the continuing professional development provision.	

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.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	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.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments	
T11 Course design is based on clear principles and very clear guidelines are in place to aid teachers in putting together the different components of the course. These guidelines refer to the English language curriculum as well as project work and in-class preparation for excursions.	
T14 Project classes as well as 'super Sunday sessions' provide good opportunities for students to develop their language skills outside English classes. There is also a degree of liaison between teachers and activity staff which promotes the acquisition of language during excursions.	
T15 There is a systematic focus on study and learning strategies in some courses but in others, it was less explicit.	
T16 Due to their interaction with native English-speaking students on the Heathfield 'Summer Camp' programme during afternoon and evening activities, international students have excellent opportunities to derive added benefit from their stay in the UK. These two groups of students also board together on campus.	

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments	
T17 Placement procedures cover all relevant language areas and teachers are given good support in order to assess students' levels. This is further supported by a student monitoring procedure to support any students falling between levels.	
T21 Although the student leaving report provides a good level of information on students' performance in terms of behaviour and participation, it makes detailed claims to their achievement in a number of language areas which are not formally assessed during the course.	

T22 Due to their involvement with the year-round school, the summer school director is well placed to provide good support to any student wishing to progress to mainstream UK education.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	All

Comments

None.

Teaching: classroom observation	Met
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.	Strength
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.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Teachers provided accurate models of the language, suitably pitched for the level of the classes, and provided clear explanations of meaning and function.
 T24 Detailed profiles were provided for each class and clear evidence was seen of how the planning of the lesson reflected the backgrounds and needs of the students.
 T25 All lessons led to relevant learning outcomes which were made known to students.
 T26 A range of teaching techniques was seen. This included elicitation, nomination, effective monitoring, time limits, and clear instructions.
 T27 Teachers managed student groupings efficiently, and resources, including classroom technology, were used confidently.
 T28 Both delayed and on-the-spot error correction techniques were used effectively. Praise was used appropriately.
 T29 Activities such as presentation and production stages enabled student learning to be evaluated.
 T30 Although at times classes were a little teacher centred, a positive learning atmosphere was seen, and students were engaged with their learning.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being satisfactory. Detailed student profiles were central to the planning of lessons, and a suitable range of teaching techniques was seen. The learning environment and resources were generally well managed. Feedback on student performance was satisfactory and teachers overall created a positive learning environment.

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.	Strength
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 Detailed risk assessments are in place for all premises. House mothers' job descriptions detail their specific responsibilities relating to the welfare of the girls in their care. All students receive a practical and interactive walk-through procedure in case of fire.

W3 There is a clear policy on the provision of pastoral care and the welfare of all students is monitored on a daily basis by regular interactions with their house mothers. All students spoken to were very happy with the care they receive.

W4 Tolerance and respect are central to the school's ethos, and this is further supported by a clear policy. A poster is displayed in classrooms to provide visual assistance for students regarding acceptable behaviour.

W6 All advance information regarding transport is very clear and most students are collected by school staff. The airport procedure is detailed and well resourced with a monitor available on arrival days to assist the different groups arriving.

W8 Across the staff, training in first aid as well as for other welfare-related courses is widespread. Arrangements with local GPs are well established and the school has a nurse available 24 hours a day.

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 Accommodation is kept very clean through daily cleaning of rooms and facilities and regular checks. The laundry service for students is available on demand.

W11 In addition to the regular checks made by estates staff before the start of each course, inspections of accommodation are carried out by house mothers on a daily basis.

W13 Due to daily contact between students, house mothers and monitors, any issues arising are dealt with promptly. All students spoken to were happy with the service provided and records provide evidence of action taken in response to their concerns.

W15 Meals are catered by an external company and a wide choice of food is offered. International themed meals are provided regularly and appreciated by students. Special diets are catered for.

Accommodation: homestay only	
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

Not applicable.

Accommodation: other

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

Not applicable.

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.	Strength
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.	Strength

Comments

W23 Trips and excursions allow students to experience cultural life in the UK. All overseas students have the opportunity to mix with students from the UK who are enrolled on the summer camp and who join them on some afternoon activities and all weekend trips.

W24 There is a well-balanced and wide-ranging programme of creative activities and sports to suit all interests. The programme also provides activities such as team-building and cultural exchanges to further benefit the well-being of the students. Requests from older students for alternative activities are catered for.

W25 All on-site and off-site activities are meticulously organised and well-staffed.

W26 All staff receive thorough training on risk assessments from their managers. These documents are live and staff are encouraged to feedback after trips and activities.

W27 All staff are deployed according to their skills and backgrounds. Many activities are led by qualified and/or specialist staff.

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.	Met
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.	Strength
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

The advertised age range is 8–17. All students were aged under 18.

S1 A detailed safeguarding policy is in place and contains appropriate age differentiation. This is supported by a range of practical documents such as codes of conduct for both staff and students.

S5 Supervision and safety of students during scheduled lessons and activities is given a very high priority. As well as activity leaders, further staff are available as roving monitors to assist when required. Activity leaders have appropriate experience and age is taken into consideration for the planning of leisure activities.

S6 Students have limited free time on school grounds, and there are designated monitors at all times. Students aged 12 and over have limited free time on excursions, and there are clear systems in place to manage this. Parents or guardians are asked to sign their agreement to all free time activities in advance. Rules, which include sanctions, are made clear to students and implemented when needed.

S7 The ratio of staff to students is high in accommodation with at least one adult with a room on each corridor. Security guards are on duty at night.

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	1987
Last full inspection	2016
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	Activities Summer Camp for day girls and boarders from UK plus a few fluent English speakers from overseas
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1977
Ownership	Charitable status
Other accreditation/inspection	N/a

Premises profile

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

Student profile	At inspection	In peak week (2022): July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	12	9
Full-time ELT (15+ hours per week) aged under 16	25	51
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	37	60
Junior programmes: advertised minimum age	8	8
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Japanese, Ukrainian	Spanish, French, Italian
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	8
Number teaching ELT 20 hours and over a week	N/a	
Number teaching ELT under 20 hours a week	5	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	48	

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	1
Total	3
Comments	

None of the academic management team were teaching in the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	2
Holding specialist qualifications only (specify)	N/a
Qualified teacher status only (QTS)	1
Teachers without appropriate ELT/TESOL qualification	N/a
Total	5

Comments

None.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	N/a	0
Private home	N/a	0
Home tuition	N/a	0
Residential	N/a	36
Hotel/guesthouse	N/a	0
Independent self-catering e.g. flats, bedsits, student houses	N/a	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	1
Staying in privately rented rooms/flats	N/a	0
Overall totals adults/under 18s	N/a	37
Overall total adults + under 18s	37	