Inspection report

Organisation name	Bede's Summer School, Hailsham, East Sussex
Inspection date	18–21 July 2017

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

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

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Bede's Summer School in July 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private boarding school offers vacation courses for under 18s.

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

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

Organisation profile: multicentre

1. COLLATED DATA FOR WHOLE ORGANISATION (INCLUDING ELIGIBLE CENTRES NOT INSPECTED)

Inspection history	Dates/details
First inspection	July 1995
Last full inspection	July 2013
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) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	A year-round co-educational boarding and day senior school at the Upper Dicker site; a year-round preparatory school at the Eastbourne site.

Private sector

Date of foundation	1993
Ownership	Name of company: St Bede's School Trust Sussex Company number: Charity Number 278950
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	Bede's Summer School, Upper Dicker, Hailsham, East Sussex BN27 3QH
Addresses of centres offering ELT at the time of the inspection	Bede's Preparatory School, Duke's Drive, Eastbourne BN20 7XL

Vinehall School, Robertsbridge TN32 5JL

Handcross Park School, London Road, Handcross, Haywards Heath RH17 6HF

Windlesham House, Washington, Pulborough RH20 4AY

Bede's Senior School, Upper Dicker, Hailsham BN27 3QH

Lancing College, Lancing BN15 0RW

University of Sussex, Falmer, Brighton BN1 9QU |
| Addresses of any additional centres not open or offering ELT at the time of the inspection | N/a |
| Profile of sites visited | The summer school's head office is based in a building at Bede's senior school in Upper Dicker, Hailsham.

The English Plus course inspected is based in the premises of the senior school in Upper Dicker. The summer school uses classrooms in several teaching blocks, an office, two adjacent teachers' rooms, a self-study room, a staffroom, the dining room, an IT suite and the Miles Theatre for a dance course. Other school facilities available to the summer school include extensive grounds, a large swimming pool, a sports hall, tennis courts, an astroturf pitch and a golf course. The school uses five residential houses on the same campus.

The University of Sussex, Brighton campus facilities |

	exclusively used by the summer centre consist of ten classrooms on the first floor of a teaching block; these rooms are used as classrooms, an office, a teachers' room, a welfare room and a self-study room. Students have their meals in the nearby central canteen next to a supermarket. The students can also use a number of cafes dotted around the campus and the sports facilities at additional cost. Accommodation consists of single ensuite rooms in two residential blocks on the campus.

Student profile at peak at all centres	Collated totals in peak week: July all centres
Of all international students, approximate percentage on ELT/ESOL courses	100
ELT/ESOL students (eligible courses)	
Full-time ELT (15+ hours per week) 18 years and over	18
Full-time ELT (15+ hours per week) aged 16–17 years	156
Full-time ELT (15+ hours per week) aged under 16	634
Part-time ELT aged 18 years and over	0
Part-time ELT aged 16–17 years	0
Part-time ELT aged under 16 years	0
Overall total of ELT/ESOL students shown above	808
Predominant nationalities	Russian, Italian and French

Staff profile at peak at all centres and HO	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	92
Total number activity managers and staff	79
Total number of management (non-academic) and administrative staff	31
Total number of support staff (e.g. houseparents, matrons, catering)	29

Academic manager qualifications profile at peak at all centres and HO

Profile at peak: collated totals at HO and all centres	
Professional qualifications	Total number of academic managers
Diploma-level ELT/TESOL qualification (TEFLQ)	9
Academic managers without TEFLQ qualification or without 3 years relevant experience	8
Total	17
Comments	
All of the Directors of Studies (DoSs) in centres, called academic managers, were TEFLQ. One senior teacher was also TEFLQ and the others were all TEFLI.	

Teacher qualifications profile at peak at all centres

Profile at peak: collated totals at all centres	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	5
Certificate-level ELT/TESOL qualification (TEFLI)	65
Holding specialist qualifications only (specify)	0
YL initiated	(4)

Qualified teacher status only (QTS)	5
Teachers without appropriate ELT/TESOL qualifications (NB Rationales need to be prepared for teachers in this category at centres inspected; inspectors may ask for rationales for teachers at other centres)	0
Total	75

Comments

Teachers shown as YL initiated also have TEFLI or TEFLQ awards.

Course profile (across all centres covered by this accreditation)

Eligible activities	Summer		Other times of year		Other - N/a	
	Run	*Seen*	*Run*	*Seen*	*Run*	*Seen*
General ELT for adults	☒	☒	☐	☐	☐	☐
General ELT for juniors (under 18)	☒	☒	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments

The summer school offers different types of courses for various age groups:

Little Explorers (6 to 11 years, 17.5 hours per week) course is based in Eastbourne and includes English Skills, StoryTime and Explorations (space, ecology, geography and technology lessons).
New Horizons (8 to 12 years and 10 to 14 years, 20 hours per week) are based in Vinehall and Handcross and include English Skills, Enrichment and Explorations.
Adventures in English (11 to 15 years, 20 hours per week) course is based in Windlesham and includes English Skills, Explorations and Adventure Activities.
English Plus (12 to 17 years, 13 to 18 years, 22.5 hours per week) courses are based at Dicker and Lancing and include English Skills, Enrichment and Research Projects.
The Dicker centre also offers a dance course in association with Legat School of Dance.
English for the Future (15 to 20 years, 25 hours per week) course is based at the University of Sussex and includes English Skills, Communication Skills and Professional Skills.

Examination preparation classes are also available at several centres. The inclusive programmes include age-appropriate social events and activities and excursions. At all centres students can take additional academy lessons in sports and academic subjects at additional cost.

2. DATA ON CENTRES VISITED

1. Name of centre	Dicker (English Plus)
2. Name of centre	Brighton (English for the Future)
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
Centres	1	2	3	4	5	1	2	3	4	5
Of all international students, approximate percentage on ELT/ESOL courses	100	100				100	100			
ELT/ESOL students (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	0	16				0	15			
Full-time ELT (15+ hours per week) aged 16–17 years	31	30				30	37			
Full-time ELT (15+ hours per week) aged under 16	170	9				220	10			
Part-time ELT aged 18 years and over	0	0				0	0			
Part-time ELT aged 16–17 years	0	0				0	0			
Part-time ELT aged under 16 years	0	0				0	0			
Overall total of ELT/ESOL students shown above	**201**	**55**				**250**	**62**			
Junior programmes: advertised minimum age(s)	12	15				12	15			
Junior programmes: actual minimum age(s)	11	15				12	15			
Junior programmes: advertised maximum age(s)	17	20				17	20			
Junior programmes: actual maximum age(s)	17	20				17	19			
Adult programmes: advertised minimum age	N/a	N/a				N/a	N/a			
Adult programmes: actual minimum age	N/a	N/a				N/a	N/a			
Typical length of stay (weeks)	2	2				2	2			
Predominant nationalities	Russian, Spanish & Turkish					French, Italian, Russian & Spanish				

Staff profile at centres visited

Staff profile at centres visited	At inspection					In peak week				
Centres	1	2	3	4	5	1	2	3	4	5
Total number of teachers and academic managers on eligible ELT courses	22	8				21	7			
Total number of activity managers and staff	16	5				16	5			
Total number of management (non-academic) and administrative staff	6	3				6	3			
Total number of support staff (e.g. houseparents, matrons, catering)	10	0				10	0			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years relevant experience	1	2			
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category at centres visited)	2	1			
Total	3	3			
Comments					
None.					

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	1	1			
TEFLI qualification	15	6			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	1	0			
Teachers without appropriate ELT/TESOL qualifications. (NB Rationales need to be prepared for teachers in this category)	0	0			
Total	17	7			
Comments					
None.					

Accommodation profile

Numbers at time of inspection: at centres visited										
Types of accommodation	Adults					Under 18s				
Arranged by provider/agency										
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	0	0				0	0			
Private home	0	0				0	0			
Home tuition	0	0				0	0			
Residential	0	16				201	39			
Hotel/guesthouse	0	0				0	0			
Independent self-catering e.g. flats, bedsits, student houses	0	0				0	0			
Arranged by student/family/guardian										

Staying with own family	0	0				0	0		
Staying in privately rented rooms/flats	0	0				0	0		
Overall totals adults/under 18s	0	16				201	39		

Centres	1	2	3	4	5
Overall total adults + under 18s	201	55			

Introduction

Bede's summer school was founded in 1993 and was first inspected in 1995. The summer programmes are based in independent schools and a university campus in the south of England. Since the last inspection in 2013 the school has devised different programmes for various age ranges between six and 20. The all-inclusive programmes include English skills lessons, residential accommodation, transfers and activities and excursions.

Since the last inspection in 2013 Bede's has introduced a course for parents at the Eastbourne centre and lowered the age of students on the English for the Future course to 15. All of the programmes are now within 45-minute travel time of the head office in Upper Dicker, East Sussex. The school has continued to invest in developing its own customised database. In 2017 the school experienced a large number of staff drop-outs in the run up to the summer.

At two of the centres, English children join the courses free of charge to assist their own development and to help the international students to improve their English.

The inspection lasted four days. The two inspectors held meetings with head office staff that included the principal, the assistant principal, the operations manager, the sales executive and the operations executive. The inspectors visited the English Plus course in Dicker and the English for the Future course in Brighton. At both sites the inspectors held meetings with the centre director, the academic manager, the welfare manager and the activities manager. Focus group meetings were held with teachers, students and activity staff. All of the teachers were observed except for one who was ill on the day of observations in that centre. Residential accommodation was visited on both sites. The inspection ended with a round-up held with senior management.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 Sampling identified the following issue: there were no photocopying guidelines next to photocopiers in either site and most photocopies distributed to students were not attributed. As many of the classes were given photocopies of coursebooks, copyright regulations may have been breached; the school/institution should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

Staff management

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

Criteria	Not met	Met	Strength	See comments	N/a
M8 Monitoring staff performance	☐	☒	☒	☒	
M9 Professional development	☐	☒	☒	☒	

Comments

M2 The management structure is clear. The year-round head office team are led by the principal and the assistant principal. In centres the centre director is assisted by an academic manager, a welfare manager, an activities manager and one or more administrators. Centres also have senior teachers and senior activities leaders who support other staff. The number of managers in centres ensures that any absences can be effectively covered, as was seen during the inspection.

M3 The roles and responsibilities of all staff are made clear in very detailed job descriptions.

M4 Communication works well both formally and informally within the head office team, who all work in the same building. Head office staff communicate with centres through visits, emails and daily logs written by the centre directors to the principal. Communication was generally working well within the centre team on the Brighton campus, where regular minuted meetings took place between managers and other staff. In Dicker there had been a number of communication problems. No minutes of management meetings were available and different types of staff complained about the lack of communication between departments. Only one daily log had been submitted by the centre director. Despite clarifications by managers, teachers were unhappy on both sites about lesson planning workloads and how lesson planning requirements had been communicated to them.

M5 The school has extremely detailed safer recruitment and selection procedures setting out all stages in the process. Interview procedures are thorough and good records are kept demonstrating its consistent implementation. A number of staff had received internal promotions from one summer to the next.

M7 Bede's provides thorough inductions for all staff. Management teams receive a five-day induction and other staff attend two-day inductions. Staff also receive detailed handbooks. However, managers and teachers on both sites stated that they wanted more course and site-specific information in their inductions.

M8 All staff, including those only employed for the summer, are usually observed by managers and receive appraisals. Early reviews of managers had taken place on both sites visited. Reviews lead to identifying areas of strengths as well as objectives and areas for improvement. Each job role has a specific appraisal template and middle managers also help to monitor and improve staff performance throughout the summer.

M9 Bede's provides a high level of staff training. Year-round staff regularly attend external staff development sessions. Both teachers and activity staff attend weekly input sessions. Teachers receive two-to-three hours of paid preparation time per week day, during which time support is given by academic managers and senior teachers. The organisation takes on newly qualified teachers each year and had funded the diploma-level course of one of the teachers. First aid and lifeguard training are provided to many staff.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☒	☒	
M11 Information on course choice	☐	☒	☒	☒	
M12 Enrolment procedures	☐	☒	☐	☒	
M13 Contact details	☐	☒	☐	☒	
M14 Student attendance policy	☐	☒	☒	☒	
M15 Students asked to leave course	☐	☒	☐	☐	

Comments

M10 The school is well provisioned with administrative staff both centrally and in teaching centres. Staff were praised for their helpfulness in written feedback and in focus groups. Staff efficiency is helped by the school's customised database.

M11 Students and agents receive excellent information and advice on their courses. All clients receive detailed information and a consultation with sales staff. Staff seek to advise clients to choose courses that match the age and personality of potential students. Staff attend agents' events throughout the year to familiarise them with the school's courses.

M12 Enrolment procedures are efficient and refunds are carried out fairly and in line with the school's procedures.

M13 Contact details are collected on arrival and entered into the organisation's database.

M14 Student punctuality and attendance is very well monitored. The policies are age appropriate, for example, registers for younger children are taken very frequently. The attendance policy is outlined clearly to students at induction and in handbooks. Unauthorised absences from scheduled lessons and activities are followed up immediately.

Quality assurance

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

Comments

M17 The organisation has developed a culture of continuing improvement. Feedback from managers, students and staff helps senior managers to review the school's systems and practices on an ongoing and annual basis. Reviews feed into the organisation's development plan and strategic reports to governors.

M18 Student feedback is collected at the beginning and end of courses through online surveys that all students complete. Centres also hold 'student voice' meetings. The feedback and the actions taken are clearly recorded on the school's management information system.

M19 Staff feedback is gathered through meetings, appraisal interviews and exit questionnaires. The comments made by staff are used to make changes to the provision during the courses and between courses following end-of-summer debriefs. Staff suggestions had been clearly acted upon before, during and after the inspection, including changes made to lesson planning procedures and creating an online resource sharing module.

Publicity

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

Comments

Publicity consists of a prospectus, a website and social media platforms. Summaries of the brochure are translated into nine languages.

M21 The publicity is largely written in English that would be comprehensible to non-native speakers. However, some sections of both the brochure and the website are written in inaccessible English and with elaborate sentence constructions, for example, 'Nestled at the edge of the South Downs and encircled by woodland…'

M24 Course information is presented in a very clear manner in publicity documents that include brochure summaries, course summaries and the prospectus.

M25 The school offers inclusive programmes and what is included is clearly laid out. Additional costs for academy programmes and exam courses are also made very clear in the course summary sheet and the registration form.

M26 Descriptions of accommodation are accurate. Bede's has separate accommodation flyers for each campus. These flyers include photos and details of the capacity of different houses, the number of beds in rooms and the student-to-shower ratio.

M27 Typical week programmes make clear the types of leisure activities offered on different courses.

M28 Descriptions of staff qualifications and experience are largely accurate. However, the teachers of professional skills lessons at the Brighton campus are described as 'industry leaders', which they are not.

Management summary

The provision meets the section standard and exceeds it in some respects. The centres are generally well managed and student administration systems are effective. Feedback systems work well and the publicity is generally accurate. *Student administration* and *Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

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

Comments

R1 Both centres visited are located on large campuses with generously sized offices for staff. Staff and students have access to well-maintained grounds with outside seating. Both sites provide very comfortable environments for students and staff.
R2 The Brighton campus is in a very good state of decoration and repair. The Dicker campus is in a good state of repair but some of the classrooms are in need of repainting. The external areas of both campuses are very well maintained.
R3 The Brighton campus has large classrooms and the Dicker ones are well or adequately sized. Classrooms on both sites are appropriately heated, ventilated and free from extraneous noise.
R4 Both sites have excellent facilities for relaxation and eating food. The Brighton campus a has self-study room and large classrooms within which students can relax. Students can also relax and consume food in a large number of cafes and external areas. The main campus canteen is located very close to the centre's teaching block. At Dicker students can relax in common areas in boarding houses, in classrooms and in the extensive grounds. The school's dining room offers a very good selection of healthy food options for breakfast, lunch and evening meals. Snacks are also offered at appropriate times.
R6 Staffrooms on both sites include large areas for preparing lessons and storing belongings. On both sites every teacher has their own laptop. The Brighton campus has a teachers' room and a separate office. At Dicker, the staff can meet and prepare lessons in two large adjacent rooms. Staff can also use the nearby year-round staffroom with comfortable chairs and outside seating.

Learning resources

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

Comments

R7 Learning materials for English skills lessons consist of carefully chosen coursebooks which students either borrow or are given photocopies from. At Brighton students were usually provided with photocopies of coursebooks. The enrichment lessons at Dicker are based on authentic materials. Communication and professional skills lessons in Brighton are based on textbooks and teachers' own materials.
R8 Teachers are provided with a reasonable range of supplementary materials on both sites. Other materials can be requested. However, there are insufficient materials for some professional skills topics at Brighton and academic academy subjects in Dicker. Teachers on both campuses did not know how to access resources such as enrichment and professional skills materials from previous years. After the inspection the school created an online module to facilitate this in the future.
R9 In addition to whiteboards, there are interactive whiteboards or data projectors on both sites. These resources are adequately maintained by appropriate staff.
R10 There are self-study rooms on both campuses with a few magazines and books. These resources do not

constitute a self-access provision.

R12 Bede's continuously reviews its teaching and learning resources in the light of changes to syllabuses and student and staff feedback. Teacher requests for new materials are normally acted upon. In 2017 academic staff held weekly reviews of the new syllabus and teaching materials. Each year the assistant principal reviews materials and is allocated a budget for buying new resources.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. Both centres support and enhance the studies of students and provide very comfortable environments for staff. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☐	
T2 ELT/TESOL teacher qualifications	☐	☒	☐	☐	
T3 Rationales for teachers	☐	☒	N/a	☐	☐
T4 Profile of academic manager(s)	☐	☒	☐	☒	☐
T5 Rationale for academic manager(s)	☐	☒	N/a	☒	☐

Comments

T4 Academic management responsibilities are led centrally by the assistant principal, supported by a senior academic manager, who visits centres and monitors and supports staff. Centres have appropriately experienced and qualified TEFLQ academic managers assisted by senior teachers who generally have TEFLI qualifications. In 2017 the senior academic manager and the two centre academic managers were new in post.

T5 The rationales submitted for the senior teachers at both centres who are TEFLI are accepted within the context of this inspection. Syllabuses are designed centrally by TEFLQ staff. Senior teachers work under the close direction of TEFLQ academic managers, who conduct all formal observations.

Academic management

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

Comments

T6 The school very carefully matches teachers to courses and levels. Teachers with appropriate professional experience teach on the English for the Future courses at the Brighton campus. The experience and preferences of teachers are discussed with them during interviews and inductions. Teachers are matched to levels according to their experience, preference and behaviour management competence. Teachers with relevant experience teach examination preparation classes and specific professional skills lessons.

T7 The different classroom blocks at Dicker are allocated according to clear criteria. Larger classes are placed in the bigger classrooms. Classes where there might be behavioural issues are based in the teaching block next to the teachers' rooms and academic managers.

T8 Cover arrangements work well. Senior teachers can cover and other staff are brought in when required.

T9 The school has a clear policy explained to staff at induction that maximises the benefits of continuous enrolment. Every effort is made to integrate new students both inside and outside the classroom. Lessons are planned on a weekly basis and new students are mixed with existing ones. Longer-stay students explain the school rules to the new arrivals.

T10 Teachers are contractually required to prepare lessons at the end of each week day. During this time the

academic manager and the senior teachers are on hand to provide ideas, support and guidance. Professional development sessions take place on both sites each week. Teachers praised the level of support provided by the local academic management teams.

T11 At the time of the inspection academic managers are required to sign off lesson plans prepared by teachers. Bede's has a clear policy of informally observing each teacher early in the course and carrying out two formal observations during the summer. This system was working well in Brighton, but at Dicker under a half of the teachers had been informally or formally observed at the time of the inspection. Some teachers were in need of additional monitoring and guidance.

Course design and implementation

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

Comments

T12 Course design is based on communicative principles clearly outlined in the teacher handbook. The five types of courses each have English skills syllabuses based on age and level-appropriate coursebooks. Courses include enrichment lessons designed to help students develop their knowledge of UK culture. Project work lessons are designed to enable learners to choose their own topics. The English for the Future course at Brighton includes communication and professional skills lessons. The communication skills and professional skills course are less structured and require teachers to respond to student choices. Examination preparation courses follow appropriate syllabuses. Teachers at Dicker reported that they would have benefited from more guidance about enrichment and project lesson course design. Brighton teaching staff reported that they would have gained from clearer guidelines about professional skills lessons.

T13 Course design is continuously reviewed based on feedback from academic managers, teachers and students. The assistant principal and, where required, external consultants review the syllabuses annually. In 2016 the school created three new lesson types and in 2017 re-wrote and improved the English skills lessons syllabuses.

T14 The different types of lessons are clearly explained to students in their handbook. There are weekly plans on all classroom walls and lesson aims are on display on whiteboards.

T15 The school has developed detailed course folders for students that help learners to develop study skills. The folders have dividers that include a section for recording lesson aims and learning outcomes. All students receive vocabulary books to help them record and learn new vocabulary.

T16 Weekly excursion preparation lessons enable learners to benefit from studying in the UK. The student file has sections for an activity diary and excursion materials. Enrichment lessons help students develop their knowledge of UK culture.

Learner management

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

Comments

T17 Students are placed effectively through a multiple-choice test, a writing task and a structured oral interview. Teachers are issued with prompts and a marking guide for the speaking test. Starting levels are linked to external benchmarks, for example, the Common European Framework of Reference.

T18 Students take weekly progress tests and teachers write up weekly progress reports for all students. Tutorials are available for all students each week, which they are encouraged to attend.

T21 All students receive detailed end-of-course reports with written sections on skills, general attitude and advice for future study. Student awards are presented to students who demonstrate outstanding achievement, progress or

conduct.

Classroom observation record

Number of teachers seen	23
Number of observations	23
Parts of programme(s) observed	Teachers were observed teaching English skills, enrichment, project preparation, examination preparation and professional skills lessons.
Comments	
None.	

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	☐	☒	☐	☒	
T24 Appropriate content	☐	☒	☐	☒	
T25 Learning outcomes	☐	☒	☐	☒	
T26 Teaching techniques	☐	☒	☐	☒	
T27 Classroom management	☐	☒	☐	☒	
T28 Feedback to students	☐	☒	☐	☒	
T29 Evaluating student learning	☐	☒	☐	☒	
T30 Student engagement	☐	☒	☐	☒	

Comments

T23 Teachers generally provided accurate models of spoken and written English. Grammatical and lexical items were explained competently. Teachers displayed a good awareness of register in the more advanced classes.
In many classes, not enough support was provided to help students with the pronunciation of new vocabulary, for example, through the use of stress markings or the phonemic script.
T24 The pace of many lessons was appropriate for the rate of learning of students. Some lessons involved physical activities appropriate to the needs of young learners. Lesson topics and materials were relevant to the needs of learners in many classes. However, the lesson plans were inadequate in two lessons; one lesson plan referred to another lesson and for one lesson there was no plan.
T25 The lesson aims were highlighted on the whiteboard at the beginning of each lesson and made known to students through weekly plans. However, some aims were not expressed as learning outcomes.
T26 Teachers were generally good at setting up pair and group activities, and moving students around to work with different learners. Instruction checking techniques were good in some lessons, but poor in others.
T27 Most classrooms were well laid out and teachers made good use of educational technology. Whiteboards were generally well organised with separate zones used for writing lesson aims and new vocabulary. In weaker lessons classroom layout was poor and boardwork was messy.
T28 In many lessons students received good feedback on their performance both during and after activities. Different types of correction techniques were used by teachers and learners. In weaker segments there were missed opportunities for correcting oral errors.
T29 Many lessons included tasks that enabled learners to demonstrate what they had learnt. However, some lessons lacked activities to evaluate if learning had taken place.
T30 There were very positive learning environments in many lessons observed. Students were engaged and on task. Most teachers used comprehensible language and most led activities that were of interest to their learners. However, in the weaker lesson segments the classroom atmosphere was flat, either due to the materials selected or the apparent lack of enthusiasm of the teachers.

Classroom observation summary

The teaching observed met the requirements of the Scheme. Most lessons were either good or satisfactory, but two lessons were less than satisfactory. Lessons were generally well planned and had content that was largely relevant to the needs and interests of learners. Students worked well in pairs and small groups. Correction techniques were good in some classes but less so in others. The learning atmosphere was positive in most classes. However, some lessons did not include activities for checking student learning and did not sufficiently engage learners.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers are appropriately qualified and

receive good support from academic managers. Academic programmes are well structured and managed. The teaching observed met the requirements of the Scheme. *Course design* and *Learner management* are areas of strength.

Welfare and student services

Care of students

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

Comments

W1 Safety and security for the summer school provision is well integrated with the main school provision. Representatives from the senior summer school team sit on the main school's health and safety and the safeguarding committees. Each summer school site is overseen by a member of the senior team. This involves inspection visits to each site to ensure that all significant risks are assessed and addressed. Thorough and detailed risk assessment documentation was provided, as was detailed evidence that fire testing and fire and evacuation drills had been regularly scheduled and carried out at each site during the summer period in both teaching and residential accommodation. Staff and students receive fire safety briefings at induction and written information is provided in handbooks and on noticeboards. A major incident procedure is in place and was being sensitively delivered to students using a scenario that was appropriate to the younger students at the Dicker site. There are high staff: student ratios ensuring excellent supervision and there is a clear 'missing child procedure' that all staff are aware of. Staff use a messaging app which facilitates immediate notification if a student is not where they should be and a check can be quickly implemented.

W2 An excellent level of pastoral care is provided and this is demonstrated by the fact that there is a welfare manager at each site who takes primary responsibility for pastoral care. In addition, there are dedicated house parents at all sites except for Brighton where activities leaders take on this role, as appropriate to the older age group there. Clear welfare policies and procedures are made known to all staff including group leaders and teachers to ensure a 'whole-school' approach. This is underpinned by an excellent 'student observation report' tool on the Bede's database that enables all staff to comment on any emotional or behavioural concerns that they might have for individual students. The process is managed by the welfare manager and any issues noted are raised and discussed with all staff teams at their daily meeting. This ensures that concerns can be dealt with quickly and appropriately. There are daily pastoral meetings for the younger students and weekly meetings for the older students, as well as a weekly tutorial meeting with the class teacher.

W3 Students are made aware of who to go to during their initial welcome meeting and all students are given a small pocket-sized information booklet in which they are asked to write the names of specific people who can provide them with help and support. This information is also posted on noticeboards around the site and in the student residences, along with photographs of these key staff.

W4 There are very clear rules related to bullying and abusive behaviour and these are displayed very effectively throughout the school on posters and are also explained to students at welcome induction meetings. Clear evidence was provided of how staff had dealt effectively with such issues and also how offenders had been sanctioned. Responsibilities relating to the Prevent strategy are also clearly addressed.

W5 Student ID cards display the emergency number of the school and students are also given a sticker with the phone number of the appropriate activity leader when they are out on excursions.

W6 The system of student transfer from their arrival point is excellent. Students are met by a member of staff, provided with a 'snack-pack' and are not expected to wait for more than one hour before being transferred to their accommodation by Bede's own drivers. An 'airport co-ordinator' is based at Heathrow and Gatwick to provide co-ordination and support for the staff meeting students, and the centre manager at each site plans and monitors the complex pick-up schedule.

Accommodation profile

Comments on the accommodation seen by the inspectors

Students were accommodated in five student residences at the Dicker site and these were allocated according to gender, age and to achieve a mix of nationalities. All residences have a large communal area for relaxation and

activities. At the Brighton site, students were accommodated in two residences, one for male and the other for female students. All are ensuite single rooms that are arranged in flats of five or six with a communal kitchen and living area.

Accommodation: all types

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

Comments

W9 The standard of accommodation was very high at both centre visited. At Dicker the maximum number of students sharing a room was five. At Brighton all were single rooms. At Dicker, the rooms and communal areas were cleaned every day and a laundry service provided twice a week. At Brighton, all rooms and communal areas were cleaned weekly and students were given a token to use the laundry facilities in the central accommodation block.
W11 Each centre is inspected on an annual basis by a member of the senior team using a detailed checklist of requirements.
W14 Each student completes an 'arrivals questionnaire' at the end of their first week and a 'departures questionnaire' before they leave. This includes information about accommodation. There was also a 'suggestions' box in each residence and a 'student voice' representative who can feed back student accommodation issues at a weekly meeting.
W15 The standard of catering at both centres was high. There was an excellent choice of hot and cold dishes and staff monitor to ensure that students are eating a balanced and healthy diet. There was a comprehensive system of noting and monitoring any dietary needs.

Accommodation: homestay

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

Comments

None.

Accommodation: residential

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

Comments

W22 See W9.
W23 The head of nursing at Bede's main school was on hand to provide support at any of the summer school sites. At Dicker there was a nurse on-site every morning and on a rota for on-call emergencies at other times. On the Sunday arrival day, a nurse is present to conduct the check in of medications. At the Brighton site there is a walk-in

surgery and an emergency contact number in each residence.

Accommodation: other

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

Comments
None.

Leisure opportunities

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

Comments
W27 Bede's provides an excellent and extensive leisure and activities programme. The afternoon sessions include both sports and art & crafts activities and the evening programme is age appropriate, varied and aims to respond to student interests and feedback. There is an excursion every Wednesday, Saturday and Sunday and students have a choice of destinations. The programme is carefully planned for each year to ensure that any returning students will not repeat trips.
W28 All activities leaders have a daily briefing and are expected to personalise and sign off the risk assessments to support the activity or trip. Each is provided with a list of students and their ages and is responsible for ensuring appropriate ratios, for briefing students, and for giving them the emergency activity phone number on a sticker for their phone.
W29 Each centre has an activities manager. The managers in Dicker and Brighton were very experienced and had worked for Bede's in previous years. Activity leaders are appointed according to their specific coaching expertise or their previous experience as activity leaders.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Safety and security is of a high standard and the pastoral needs of students are very well supported. Accommodation is also of a high standard and is appropriate to the age and needs of the students. The leisure programme is very well resourced and organised and the activities and trips are varied and interesting. *Care of students, Accommodation* and *Leisure activities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☒	☒	☐
C2 Guidance and training	☐	☒	☒	☒	☐
C3 Publicity	☐	☒	☒	☒	☐
C4 Recruitment procedures	☐	☒	N/a	☒	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☒	☒	☐
C6 Safety and supervision outside scheduled lessons and activities	☐	☒	☒	☒	☐
C7 Accommodation	☐	☒	☒	☒	☐
C8 Contact arrangements	☐	☒	N/a	☐	☐

Comments

Students at the Upper Dicker site were aged between 12 and 16. Students at the Brighton site were between the ages of 15 and 20, the majority being 16 and 17 years of age.

C1 There is a very clear and comprehensive safeguarding policy in place. It is written in clear and concise English and there is evidence that it has been reviewed and updated. Two members of the senior team have specialist safeguarding training and sit on the main school safeguarding committee. All members of the management team at each site have received advanced level safeguarding training. All staff working at the summer school were given basic safeguarding training at induction by an expert in the field.

C2 In addition to the briefing at induction, full policy documentation is provided to staff in handbooks and staff are required to sign that they have read the policy. Staff were also given a safeguarding quiz as part of their induction. Students are also made aware of relevant points at induction and throughout the summer school as and when appropriate.

C3 Bede's publicity has a dedicated section for safeguarding giving comprehensive information about the pastoral care provided according to age.

C4 Safer recruitment procedures are described in the safeguarding policy and evidence was provided that these procedures had been followed. All staff had the required DBS checks.

C5 Class and activities lists included the ages of students. At Brighton, no 15 year-olds were placed in classes with students that were 18 or over. There was a regular welfare meeting for under 18s. Students at Dicker were supervised at all times and registers were taken five times per day. At Brighton, registers were taken three times per day - in the morning, before the activities sessions in the afternoon and at curfew times. There is a 'supervision ratio policy' and high staff ratios were seen at both sites visited both for activities and in residences. Leisure activities were appropriate to the age of the students and students were encouraged to request activities according to their interests.

C6 There are clear rules and guidelines for all students that are reinforced daily. All students at the focus group were aware of the rules and there was clear evidence of sanctions imposed on students who had broken these rules. Notices of the rules were in evidence throughout the school and the residences and were also made clear in the pocket-book information booklet as well as in the student handbook. There was a clear sliding scale of rules according to the age of student. All over 18s at Brighton were aware of the fact that there were under 18s in the school and of the rules that applied to them. The rules are supported by risk assessments. Parental consent forms were in place. At Dicker, students were not allowed off campus. Staff brought students from their residences in the morning to the school and students were not allowed back into their residences unless supervised. Staff were on duty to enforce this. At Brighton, all students were required to sign out if going off-campus and under 18s were not allowed to go off-campus alone. If off-campus, all students under 18 were required to phone in every two hours and to return to check in physically after four hours.

C7 At Brighton, no under 18s were in flats with over 18s. A member of staff was present in all flats overnight. At Dicker there were generous numbers of staff in the residences overnight as all staff on the summer school were residential.

Care of under 18s summary

The provision meets the section standard and exceeds it in all respects. Processes and procedures that ensure the safety of under 18s are well conceived, comprehensive and robust. Staff are provided with clear guidance and support and are made very aware of their responsibilities. Students and group leaders were also very aware of the rules. *Care of under 18s* is an area of strength.