BRITISH COUNCIL

Inspection report

Organisation name	Bede's Summer School, head office Upper Dicker
Inspection date	7–9 July 2026

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 safe, 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 Bede's Summer School in July 2026. 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 language teaching organisation offers residential vacation courses in general English for adults and under 18s.

Strengths were noted in the areas of strategic and quality management, staff management and development, student administration, premises and facilities, academic management, care of students, accommodation, leisure opportunities and safeguarding.

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

Introduction

Bede's Summer School (Bede's) was founded in 1993 and was first inspected in 1995. Bede's is a subsidiary operation of St Bede's Trust, a UK registered charity. The Trust governs the year-round academic campuses at Bede's Senior and Preparatory schools in Upper Dicker (UD) and Eastbourne and operates the summer school programmes. The summer programmes are based at the two Bede's independent school sites and at other independent schools and a university campus in the south of England. Since the inspection in August 2022, Bede's Summer School has expanded and developed its offer, including the Future Explorers and the Bear Grylls Adventure Camp, a business leadership and Pro Tennis and Pro Music courses. The head office has been restructured and there has also been further investment in the school's online system.

The inspection was conducted over three days by two inspectors. The inspectors visited two summer centres, the University of Sussex (Brighton centre) and the centre based at the main Bede's Senior School in UD and the head office (HO), also based at the main Bede's Senior School site. At the time of the inspection, there were several groups of junior students accompanied by group leaders from a variety of countries at UD together with a significant number of individual students, and mostly individual and unaccompanied small groups at the Brighton centre.

Meetings at both centres were held with the centre manager, the welfare manager, the academic manager, the senior teachers, the activity manager, and there were focus groups of with teachers, activity leaders, group leaders, house parents and students. A meeting was held with a representative of the host organisation at the Brighton centre. All teachers timetabled during the inspection were observed teaching. One inspector visited the student residence at the Brighton site and two boarding houses at the UD site.

At the head office, meetings were held with the director, the operations, marketing and academic managers, the senior academic manager, the enrichment and cultural programme manager, the admissions manager, the recruitment and onboarding assistant, the health and safety manager, the senior welfare manager, the head of human resources and the admissions officer.

Address of main site/head office

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

Description of sites visited/observed

The provider's Brighton centre is located at a campus university about 5 miles to the north of Brighton and adjacent to the South Downs national park. Bede's had exclusive use of one building, where they were using six classrooms in a corridor which included an office for the management team, a room for the activity leaders, a teachers' room and a student self-study room. There were separate toilets for staff and students, and the provider also had access to a range of on-site sports facilities and use of a restaurant area shared with other on-campus providers, providing full-board meals for students and staff.

Bede's Senior School is a private boarding and day school with a year-round enrolment of up to 800 full-time students, including 350 boarders. In the summer months, a significant part of the site is occupied by the Bede's Dicker Summer School centre. At the time of the inspection, the summer school was using 13 classrooms, and had a centre office, a welfare room, an activities preparation room, and academic manager/teachers' room, a quiet staff room, an additional staff room, a house parents and nurse room, and the use of multiple specialist spaces around the campus for sporting and other specialist activities in the afternoons. The dining hall provided full-board meals for all students and staff.

HO staff work in year-round offices at the main Bede's school in UD. Some of the HO staff sometimes work remotely for parts of the week.

Course profile	**Year round**		**Vacation only**	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☐	☐	☐	☐
General ELT for adults (18+) and young people (16+)	☐	☐	☒	☒
General ELT for juniors (under 18)	☐	☐	☒	☒
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐
Applied English/Content and language integrated learning (CLIL)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comments

In the Brighton centre, the provider offers two programmes on a continuous enrolment basis over a six-week period. Pathways to Higher Education is an intensive programme with 25 hours of study per week and an inclusive social and activity programme, aimed at young adults aged 16 to 20 who are preparing for future academic study or for

the start of their professional life. English for the Future includes 20 hours per week of classroom study and an inclusive activity and social programme, which aims to enable young people aged 15 to 17 to develop their critical thinking and problem-solving skills.

At the UD site, the provider offers a continuous enrolment programme over a seven-week period with 20 weekly hours of morning English Plus classes for students aged 12 to 17. In the afternoons, the students have options of standard or premium activities, or can follow separate specialist courses in Pro tennis, Pro dance and LaLiga football camps (all running at the time of the inspection), and Pro music and zoology and animal management (due to start the following week).

Management profile

The permanent senior leadership team is based in the year-round school in UD and consists of the director of the summer school, the admissions manager, the enterprises and social programme manager, and the operations, marketing and academic manager, with additional temporary administrative staff. They support the summer centres both remotely and in situ. In each centre there is a management team consisting of the centre manager, the academic manager, alongside a senior teacher, a welfare manager and an activity manager.

Accommodation profile

Accommodation is provided separately for boys and girls. Some university accommodation provides single ensuite facilities, but most students are in shared rooms. Supervising adults or house parents are present as required. There are attractive, well-furnished common rooms, study areas and all kitchen areas have all potentially hazardous equipment disabled. There is adult supervision at all times, with appropriate security and safety measures in place.

Summary of inspection findings

Management
The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's clearly stated goals and values. Support for staff is strong, proactive and effective. Student administration is efficient and staff management procedures effective. *Strategic and quality management*, *Staff management and development* and *Student administration* are areas of strength.

Premises and resources
The provision meets the section standard and exceeds it in some respects. The premises are of high quality and provide students and staff with a very comfortable and professional environment for work and relaxation. A good range of learning resources is available, appropriate to the age and needs of the students.
Premises and facilities is an area of strength.

Teaching and learning
The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications, experience and continuing professional development) that is clearly appropriate to the context. Teachers receive effective guidance and support in supporting students appropriately in their learning. Courses are structured well although some teachers may require more guidelines in delivering lessons in line with the school's stated approach. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

Welfare and student services
The provision meets the section standard and exceeds it in some respects. Students' safety and security are strongly prioritised and well managed and there are very good levels of pastoral care. Students are well informed and benefit from well-organised student services, including out-of-class activities and suitable accommodation. *Care of students*, *Accommodation,* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s
The provision meets the section standard and exceeds it in some respects. There is very good provision for the safeguarding of students under the age of 18 within the school as well as in leisure activities and 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.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	Met
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 goals and values of the organisation are contained in a clear statement, which is communicated to staff during recruitment, induction and in a variety of documents, and to other stakeholders via the website and in other induction documentation. Staff at different levels were aware of the mission and it is evident in much of the school's operational work.
M2 There is a business plan setting out the organisation's strategic plans for the future. Objectives are set within a timeframe and outcomes are monitored systematically. The central management team were all involved in writing and monitoring the plan, and members of the local management teams were able to articulate the key points.
M3 The structure of the organisation is clear. Staffing levels in centres are generally more than sufficient, with good cover arrangements in the event of staff absence, and succession planning is supported through effective internal promotion. There is a strong and effective team at the head office to support the centres and strategic developments.
M5 Feedback systems for students are comprehensive, including regular student voice groups. Feedback is sought on a regular basis during the short summer programmes, action taken is swift and record keeping is good. Staff are kept informed of relevant comments and it was evident that feedback is systematically analysed and used to make improvements.
M6 Centre staff are asked for feedback informally at daily team meetings, and this information is analysed and used to identify where support is needed and what future improvements could be made. They also provide feedback after the courses have finished, and there was good evidence of comments being taken on board in future planning.
M7 The business plans and objectives are informed by a comprehensive review cycle. Staff and manager's views provided feedback that was reflected in the outcomes of this process.

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 ensures that these are up to date.	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, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments
M8 A full range of HR policies is in place and staff reported they felt that these were applied in an appropriate and professional manner. The school employs a specialist human resources officer at the head office. M10 There are comprehensive procedures for each stage of the recruitment process, including a thorough interviewing process, and evidence of their consistent implementation. Exemplary records are kept at head office. M11 Induction procedures are very thorough and were commented on positively by teachers. Centre management staff attend a three-day induction programme prior to the start of the summer courses, and all other staff receive both online and face to face inductions prior to the start of the courses. Staff receive extensive job-specific handbooks and guidance. M12 There is a robust performance management process procedure which sets targets, seeks to identify achievements as well as areas for improvement, and links back into CPD. M13 Continuing professional development is key to the provider's ethos and strategic objectives, and records indicate a very good range of activity. Performance management processes effectively identify development needs and opportunities.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good 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 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met
Comments	
M14 Students and their representatives receive a very high level of customer service. This was confirmed in focus groups and in feedback and was evident in interactions witnessed during the inspection. M15 There is excellent communication with parents and agents prior to booking, confirmed by group leaders and other records kept by the head office team. Parents of students receive excellent and comprehensive information packs before the students' arrival in the UK. M16 The bespoke database has excellent and complete records of course enquiries, bookings, payments and other student information. M18 There is a clear attendance policy that is communicated effectively to all relevant stakeholders and followed carefully. Records show a systematic follow-up of any attendance and punctuality issues, with a clear welfare focus also evident. M19 Conditions under which a student may be asked to leave the course are made explicit in course information for students and group leaders, introduced in induction, and visible in the centres on posters in classrooms and common areas. Staff and students in the focus groups were aware of these.	

Publicity	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Strength
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments
The website is the main medium but there are also digital and printed prospectuses and information sheets. A wide range of media channels is also in operation. M21 Publicity features very clear descriptions and pictures of main features of provision, which are fully representative of the student experience. The provider monitors agent-produced materials and social media carefully to ensure there is no misrepresentation of the school's offer. M23 There is generally clear and comprehensive information about courses, but one piece of information on the website provided out of date information. This was addressed during the inspection and so is no longer a point to be addressed.

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
P2 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
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength
Comments	
P1 Arrangements to ensure the safety and security of students are of a high standard at both centres visited. Risk assessments are thorough and fire drills are carried out regularly. P2 The premises seen are in an excellent state of repair and cleanliness, providing both students and staff with a very comfortable environment. P3 Classrooms were generally spacious and adaptable to different layouts, but a few classrooms in use at the main site were small for the number of students in the class. P4 Both centres visited have good-sized refectories with welcoming staff. The common areas both inside and outside are spacious and comfortable. P6 Staff have very suitable places in which to work. Teachers benefit from large teachers' rooms and good-sized offices are provided for administrative and activity staff. There is also a separate relaxation area for staff at the UD site.	

Learning resources	Met
P7 There are sufficient learning resources for classroom use 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.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
P8 There was a very good range of paper and digital resources for teachers at both sites visited, and head office were responsive to requests made for additional resources.	

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile that is clearly appropriate to the organisation's context. They are supported by proactive TEFLQ academic managers and senior teachers at each centre and the academic support team from HO. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.	

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength
Comments	
T5 Arrangements for cover are explicit and well thought through. Academic managers and senior teachers mentor particular groups of teachers and are first in line to cover them if required. There is a second line of cover available in each centre and staff from HO can also be called upon if required. T7 All teaching staff receive a comprehensive induction. This is carried out initially online and is followed by a two-day face-to-face induction before the centres open to students. Staff in the two teacher focus groups commented very favourably about the induction they received. T8 Centre-based academic managers, supported by senior teachers offer well-received guidance and support to all teachers, and encourage mutual assistance within the teaching team. Teaching staff commented very favourably on this support and the team culture it engenders. T10 There is a very good ongoing CPD programme for teachers, generated through observation feedback, staff requests and other priorities identified by the academic management teams. Teaching staff appreciated these training opportunities and occasionally delivered sessions themselves as part of their own professional development.	

Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Not met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met
Comments	
T11 Some course materials and the content of some sessions in one centre were not fully aligned with the provider's stated approach, and in some cases were not appropriate to the learning context.	

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met
Comments	
All criteria in this sub-section are fully met.	

Classroom observation record

Number of teachers seen	19
Number of observations	19
Parts of programme(s) observed	English Skills, Pathway to Higher Education, English for the Future
Comments	
None.	

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Not met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met
Comments	
T19 Teachers provided mostly accurate models of spoken and written English and explanations were clear and suitable for the students' level. In a small number of lessons, teachers gave inaccurate explanations of the new language or made errors. T20 Planning in some classes showed that students' profiles, interests and individual needs were taken into account. The tasks given to students were mostly appropriate for their level. In a number of segments observed, little attention was paid to personalising content and making it relevant and interesting to the learners. T21 Learning outcomes were generally well expressed with some reference to earlier lessons, and, in most cases, they were clearly displayed in classes. In a small number of cases, topic titles were introduced rather than learning outcomes. The staging of the lessons was logical and appropriate in most segments seen. T22 A range of appropriate teaching techniques was seen in most lessons. This included elicitation, nomination of individuals, and checking of instructions. In stronger segments, teachers checked students' understanding through well-chosen concept checking questions. In weaker lessons, teacher-focused input and whole class questioning dominated at the expense of student interaction. In some lessons, there were few opportunities for the students to practise the new language. T23 Most teachers managed the learning environment effectively. In some sessions, good use was also made of the classroom space with learner movement and interactive activities, although this was not physically possible in some of the smaller classrooms. Technology was generally used with confidence during lesson observations, although a small number did not make use of it. In most lessons, board work was clear and helpful.	

T24 There was good monitoring in most lessons observed, and some teachers used praise and encouragement effectively and a few corrected consistently. Generally, however, there was insufficient correction of errors and little use of learner mistakes as a source of teaching and language exploration. In a small number of cases, student language was corrected with inaccurate English.
T25 In some lessons, activities that encouraged students to recycle language learnt in a more personalised context was evident, Most session plans included activities designed to review learning, although some did not.
T26 In the strongest segments, there were very high levels of engagement and teachers created a positive learning environment. However, in a small number of sessions, some students appeared bored and unchallenged.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 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
W3 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
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision. Hello	Strength
Comments	
W1 In addition to comprehensive policies, plans and procedures, managers have a special responsibility in this area. Appropriate drills and rehearsals take place to prepare staff and students on how to respond to an emergency on or off-site. W2 There is comprehensive and regular provision of pastoral support for all students. Students in accommodation have additional opportunities for personal support and all issues are formally logged by staff on the central database. A successful resolution of all recorded welfare issues is required. Students' well-being is viewed as the key to academic success and a successful course experience. W3 There are clear policies in place to promote tolerance and respect, which also support the ethos of the school. Students are made aware of these via handbooks, at induction and in appropriate visual displays throughout the sites. Any cases of concern are systematically logged and followed up. W6 Arrangements for health care are very good. In addition to appropriate arrangements with local services, a significant number of school staff are first aid trained, and the school nurse at the UD site provides support and advice to all centres as required.	

Accommodation (W7–W18 as applicable)	Area of strength
All accommodation	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Strength
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength
Comments	
W8 There are excellent arrangements for laundry and cleaning. All areas are cleaned regularly, and a weekly laundry service is provided. Students and staff are very positive about the standard of services provided.	

W9. The UD site is used permanently by Bede's upper school. There are maintenance teams to deal with any issues that arise and any safety issues are dealt with immediately. Similar systems are available at all other sites and inspections before the arrival of students ensure that accommodation is checked for safety and suitability before students are placed.
W11 Course initial feedback includes questions about accommodation, and staff residing in student accommodation hold regular discussions with students when issues can be raised. There are thorough systems for noting problems with accommodation, and all action taken is recorded in students' individual records.
W13 Meals are carefully assessed to ensure that all dietary needs are being met, and the school is very responsive to student feedback. Students are generally very happy with the food provided and have a number of self-catering and snack options. In focus groups they were positive about the food being provided.

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
None.	

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	

Leisure opportunities	Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength
Comments	
W20 An extensive programme of sports and leisure activities is on offer, including specialist courses with more extra-curricular content. All ages and interests are catered for, and students can choose to follow activities that they are interested in. Great care is taken to ensure that the leisure programme is appropriate to the age of the students. W21 The head office has overall responsibility for this area, and many staff are involved in the programme in some capacity. All activities, events and clubs are very well organised, and students are encouraged take an active part in what is available. Activity leaders reported that any missing resources would be replaced immediately. W22 There are detailed risk assessments for all on-site and off-site activities. All risk assessments are applicable to the specific leisure activity being undertaken. Activity leaders are responsible for the preparation of risk assessments and direct involvement in their production secures a better understanding of potential risks and avoidance strategies. W23 The school hires specialist coaches for courses with a specific extra-curricular focus such as football or horse-riding and ensures that all activities have trained, specialist staff as required. The support and supervision offered to all activities staff is of a consistently high standard. This was confirmed in focus group meetings.	

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.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
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

At the time of the inspection there were 53 students under 18 at the Brighton Centre and 163 at the Upper Dicker Centre. The Brighton centre also recruits students aged over 18.
S1 A trust-wide safeguarding policy governs all summer school operations. In centres hosting both under and over 18 students, strict campus rules ensure adequate separation between age groups. The policy has been written with the assistance of specialists and is linked to other school policies to ensure that safe-guarding forms part of the total provision A full-time safeguarding officer has recently been appointed to develop additional systems and procedures.,
S2 All staff receive basic training as a minimum. After a detailed induction, there is regular ongoing training, while posters throughout the sites highlight the fact that staff must remain aware of the possible occurrence of safeguarding issues.
S4 Staff recruitment procedures are extremely thorough and always in line with safer recruitment good practice. In addition, new references for returning staff are required and social media postings are checked to ensure there are no inappropriate postings from applicants.
S5 Safety is a priority in the school, and supervision levels are very good. There is a high ratio of staff to students in all aspects of the provision, including well-qualified and experienced activity leaders.
S6 There are clear rules in the centres and accommodation blocks, and these are reinforced through handbooks as well as in daily planners and regular student registration times during the day.
S7 All accommodation is residential, and students are carefully supervised with staff always on duty. Any students exceptionally over the age of 18 are housed in adult accommodation away from the students.

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: multicentre

Inspection history	Dates/details
First inspection	1995
Last full inspection	2022
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	Bede's Holiday Club, a non-residential activity childcare provision based at the Prep School alongside the Little Explorers programme in Eastbourne.
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
Name and location of centres offering ELT at the time of the inspection but not visited	Bede's Preparatory School, Duke's Drive, Eastbourne BN20 7XL Lancing College, Lancing BN15 0RW Windlesham House School, Pulborough, RH20 4AY
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

DATA ON CENTRES VISITED

1. Name of centre	Brighton - University of Sussex, University of Sussex, Falmer, Brighton BN1 9QU
2. Name of centre	Dicker - Bede's Senior School, Upper Dicker, Hailsham BN27 3QH

Student profile	Totals at inspection: centres visited	
Centres	1	2
ELT/ESOL students	At inspection	
18 years and over	4	0
17 years and under	53	163
Overall total	57	163
U18 programmes: advertised minimum age(s)	English for the Future 15 Pathways 16	English Plus 12
U18 programmes: advertised maximum age(s)	English for the Future 17 Pathways 20	English Plus 17
Predominant nationalities	French, Italian, Portuguese, Spanish, Turkish, German	

Staff profile at centres visited	At inspection	
Centres	1	2
Total number of teachers and academic managers on eligible ELT courses	6	13
Total number of activity managers and staff	5	12
Total number of management (non-academic) and administrative staff	2	4

Total number of support staff	2	5

Academic manager qualifications profile at centres visited

Profile in week of inspection: at or responsible for centres visited	Total number of academic managers		
Location/centres	HO	1	2
TEFLQ qualification and 3 years' relevant experience	2	2	3
Academic managers without TEFLQ qualification or 3 years' relevant experience	0	0	0
Total	2	2	3

Comments

The Academic Managers were not scheduled to teach during the week of the inspection.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers	
Centres	1	2
TEFLQ qualification/profile	4	6
TEFLI qualification (includes relevant QTS)	2	6
ATEFL registered portfolio in progress	0	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0	1
Holding specialist qualifications only (for ESP/CLIL)	0	0
Alternative professional profile	0	0
Total	6	13

Comments

None.

Accommodation profile

Numbers of students in each type of accommodation at time of inspection: at centres visited

Arranged by provider/agency	Adults		Juniors	
entres	1	2	1	2
Homestay	0	0	0	0
Private home	0	0	0	0
Home tuition	0	0	0	0
Residential	4	0	53	162
Hotel/guesthouse	0	0	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0	0	0
Arranged by student/family/ guardian	Adults		Juniors	
Staying with own family	0	0	0	1
Staying in privately rented rooms/flats	0	0	0	0
	Adults		Juniors	
Overall totals	4	0	53	163

Centres	1	2
Overall total adults + under 18s	57	163