

Organisation name	Buckswood Overseas Summer School, Guestling, East Sussex
Inspection date	20–21 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 <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in C3 have been addressed.

Summary statement

The British Council inspected and accredited Buckswood Overseas 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 language school offers residential vacation courses for under 18s.

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

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

Organisation profile

Inspection history	Dates/details
First inspection	August 2012
Last full inspection	July 2013
Subsequent spot check (if applicable)	July 2014
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	July 2016
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Buckwood School, Guestling; Buckwood St. Georges College, Hastings
Other related non-accredited schools/centres/affiliates	Buckwood schools in Nigeria and Georgia.

Private sector

Date of foundation	2011
Ownership	Name of company: Buckwood Overseas Summer School (BOSS) Company number: 3824108
Other accreditation/inspection	N/a

Premises profile

Address of main site	Buckwood Overseas Summer School (BOSS), Rye Road, Guestling, East Sussex TN35 4LT
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	Buckwood School is situated in a rural location about five miles from Hastings. It occupies a 40-acre site centred around the original school house. A large number of additional buildings have been constructed since the school moved to this site in 2001, including classroom blocks and residential houses. The BOSS classes take place in a block of classrooms in the centre of the campus, close to the recreation facilities used by the students. The teaching staff have a common room near the classrooms. There is a large dining room, which serves all meals, as well as a tuck shop. There are extensive sports and recreation facilities including tennis courts, a horse-riding area, playing fields, a large multi-use assembly area, and drama and arts facilities. Students are accommodated in residential houses on campus.

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	15	19
Full-time ELT (15+ hours per week) aged under 16	175	184
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	190	203

Junior programmes: advertised minimum age	8	8
Junior programmes: actual minimum age	8	8
Junior programmes: advertised maximum age	17	17
Junior programmes: actual maximum age	17	17
Junior programmes: predominant nationalities	Italian, Chinese, Russian, Spanish, French	Italian, French, Russian, Spanish, German
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: actual minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a
Number on PBS Tier 4 General student visas	N/a	N/a
Number on PBS Tier 4 child visas	N/a	N/a
Number on short-term study visas	70	64

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	16	16
Number teaching ELT 20 hours and over a week	16	
Number teaching ELT 10–19 hours a week	0	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	Approx. 23	

Academic manager qualifications profile.

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	1
Total	2
Comments	

Neither the DoS nor the senior teacher has a scheduled teaching commitment.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	14
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	1
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	16

Comments

The teacher with QTS only was qualified to work at primary level.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Annual spring and summer courses are run for eight to 17 year-olds. The summer school offers 20 hours per week of English classes and a full programme of activities and excursions.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	190
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
Arranged by student/family/guardian		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	190
Overall total adults + under 18s	190	

Introduction

Buckswood Overseas Summer School (BOSS) is under the same ownership as Buckswood School (BS), an accredited independent boarding school, but operates on a separate basis with its own staff, management and administration. The summer school director (SSD) is employed year round, but has no involvement in the operation or management of the academic-year boarding school. BOSS was established in 2011 (initially by extension from the boarding school) and was fully accredited in 2013. It offers a short Easter course and a seven-week summer course (students may attend for one to seven weeks). An important feature of the school is the division of the students into houses, based on the residential accommodation units. House membership encourages friendship

groups to form, and is the basis of a lot of competitive elements within the course. The inspection lasted two days. The inspectors held meetings with the SSD, the academic manager (DoS), the head of activities and excursions, and the summer school registrar. Focus group meetings were held with two groups of students, the teachers, house tutors and activity leaders, and international group leaders. All the teachers were observed and one inspector observed afternoon activities and inspected the residential accommodation. The round up was attended by the SSD and the DoS.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure is clear and simple. The SSD and registrar are both employed year round to work exclusively on the summer school, and are able to cover for each other as required.

M3 The job description of the summer course director identifies his role in ensuring that '(the) School's welfare, child protection and health and safety policy is implemented by staff at all times'.

M4 Channels of communication are clear and effective; they combine regular minuted meetings, with good informal contact between managers, staff, and students, facilitated by the hands-on approach of the SSD and his engagement with every aspect of the course. Communication is also supported by social media groups for contact with all staff or for specific groups of house tutors, teachers or activity leaders.

M7 Thorough induction procedures are in place, supported by clear documentation and comprehensive checklists. Managers arrive on the Monday, and all staff arrive on the Thursday, before the first students arrive on the Sunday.

M8 Staff are appraised twice during their contract, at the mid-way point and at the end. The final appraisal focuses on career advice and collecting information for references. Both appraisals take the form of self-evaluation with follow-up discussion with their line manager.

M9 A striking feature of professional development for staff is the possibility of promotion to positions of responsibility during the course or in subsequent years. The SSD has been involved in significant external professional development during his tenure. Regular teacher development sessions are organised by the DoS.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M10 Staffing levels across the course are generous. All staff were seen to behave in a friendly and helpful way with students and group leaders. This was commented on specifically in the focus group meetings.

M11 Extremely thorough and comprehensive information about the courses is available before enrolment. This is supported by additional documentation provided in advance in the form of specific course handbooks for students and parents.

M13 Enrolment forms contain full details of emergency contacts. These are transferred to an online system which is easily accessed by authorised staff at all times.

M14 Students are reminded that all classes and activities are compulsory at induction and through the student handbook. Regular checks are made throughout the day to ensure that all students are present, and swift and effective action is taken to follow up any absences.

M15 The terms and conditions on the website explicitly state that suspension or expulsion may be enforced. The system of graduated warnings and sanctions is fully set out in both the student and parent guides.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M16 Comprehensive action plans relating both to the 2013 full inspection and the subsequent spot check were submitted, with clear and verifiable actions identified.

M17 Separate end-of-course feedback meetings are held with teachers and with all other staff. These are supplemented by course reports written by each member of the management team.

M18 House meetings are held every evening, and house tutors log any issues arising. In addition, initial and end-of-course feedback is collected. After the end of the course an analysis of any negative comments is made, and appropriate action is identified.

M19 See M17.

M20 The complaints policy is set out in the student and the parent guides. Parents are specifically requested to go through the student guide with their children before they come on the course. Complaints are carefully logged and action is noted.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The main medium of publicity is the website. A full colour brochure is also produced and there is an active social

media presence.

M21 The language used in the publicity is generally clear and accessible. It has been well proof-read.

M22 In general the publicity presents a clear and fair impression of the facilities and resources available. There are occasional instances of rather overblown claims such as '2017 will be the summer of the philosophies', referring to a focus in the course on encouraging confident interpersonal communication.

M23 Objectives for the courses at different levels are given, but only in very broad and general terms.

M25 The fact that 'any specific accommodation requests, e.g. single or en suite rooms, etc. will incur a supplementary charge of £75 per week' does not appear in the text of the brochure, or in the accommodation section of the website.

M27 Full details of the comprehensive leisure programme are attractively presented on the website.

Management summary

The provision meets the section standard and exceeds it in some respects. Good systems are in place for staff management. Student administration is effective and carried out in a friendly and supportive way. Quality assurance procedures are well thought through and are very thorough. Publicity is accurate and presents a fair and detailed picture of the provision. *Staff management, 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The grounds are extensive and there is a general feeling of spaciousness about the site. A wide range of appropriately sized rooms is available for student use.

R2 Premises are in a good state of repair and are kept well cleaned. Furnishing and décor is slightly idiosyncratic in places but this adds to the general character of the school.

R4 There is a large dining room, where all meals are taken. Students and group leaders gave very good feedback on the quality and variety of the food. A number of rooms are available to students for relaxation.

R5 A whole school assembly takes place at the beginning of each day. This is the main medium for conveying information about the daily programme, supported by an electronic information display in the dining room and posters around the site. It was noted that few classrooms had any ELT-related displays.

R6 The teaching staff have the use of an extremely attractive and well-equipped area for work and relaxation, and activity leaders also have their own areas to prepare their work.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 The school has an impressive range of coursebooks and supplementary materials available for use, including many resources specifically designed for young learners.

R8 Every teacher is issued with a laptop computer, and they have easy access to photocopiers and printers. Print resources for teachers are also plentiful and well organised.

R9 All classrooms have a data projector or interactive whiteboard (IWB). There are some issues with Wi-Fi availability in classrooms. On-site technical help is available, but more support and training is needed in the use of IWBs.

R12 There is continuous feedback from teachers and a specific end-of-summer review. Evidence of recent additions to the resources was seen.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises are clean, spacious and have a distinctive character. Student facilities for eating and relaxation are of a good standard. Staff have good facilities for preparation and relaxation. Learning and teaching resources are plentiful and appropriate, and classrooms are well equipped. There is evidence of review and development of resources. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T1 Three teachers did not have Level 6 qualifications. Rationales were submitted and were accepted in the context of this inspection on the basis of life experience and involvement in post-school education and training.

T4 The DoS is TEFLQ and has appropriate experience. A TEFLI senior teacher supports the DoS with largely organisational and administrative tasks.

T5 The rationale for the senior teacher was accepted in the context of this inspection, in view of her deployment.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teachers complete a form detailing ages and levels where they have experience or wish to gain experience. Wherever possible, new teachers are paired with returning teachers.

T7 The timetable structure is the same for all classes irrespective of the age of the students (8–17). It was noted that younger students were showing signs of fatigue towards the end of sessions, particularly an afternoon two-hour block.

T9 With rare exceptions, students arrive on a Sunday and depart on a Saturday. Each week's work is a self-contained block, and integration activities are planned to help new arrivals to settle in to their class. New students are allocated a "buddy" to introduce them to the work the class is doing.

T10 The DoS is based next to the teachers' staffroom, and is on hand to offer guidance and support as required. Regular teacher development sessions are held every week. These are based on areas identified as needing attention in observations, or on specific requests from teachers. Teachers are encouraged to contribute to the planning of these sessions.

T11 All teachers are observed during the first three weeks of the course, with follow-ups as necessary.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 Morning classes are built around preparation for an externally validated series of graded spoken English examinations, which are offered every two weeks. These provide a clear and tangible focus for the classroom work. Afternoon sessions have a looser structure and focus on a project of some kind, which students present at the end of the week. Guidance is provided to teachers in a project guide.

T14 Explicit statements of the areas to be covered for the externally validated speaking exams are provided. Intended outcomes for the project work are set out on a session-by-session basis, in terms of progression towards the final "product" of the project.

T15 The teacher guide contains a good range of suggestions about ways of developing learner autonomy. On Saturday mornings there is a 'Review of the week' session where students fill in 'can-do' statements based on the week's work in a pre-printed course diary, and discuss these with their teacher.

T16 The international atmosphere and the constant engagement in the wide range of activities available to students ensure that they use English outside the classroom. There are specific materials to link classroom work to excursions.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T18 There is a test at the end of each week. Results, together with those from the placement test, feed into a tracker record. There are two scheduled 'move days' each week, when students may move to another class, based on their teacher's recommendation and their tracker scores.

T19 There is a thorough and careful introduction to the externally validated speaking exams.

T21 All students receive a detailed report on their academic work, and other aspects of their contribution to the course.

Classroom observation record

Number of teachers seen	16
Number of observations	16
Parts of programme(s) observed	General English; examination preparation; project work

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Almost all teachers had a sound knowledge and awareness of the use of English. Models were often presented on the board with stress marking, and at the higher levels there was a good focus on the differences between spoken and written language.

T24 Schemes of work had been drawn up for all areas of the course, and in the morning sessions content was well chosen for the age and needs of the students. In the afternoon sessions, however, the project topics for the younger students were sometimes not relevant for their age and cultural background.

T26 In general teachers made use of a good range of teaching techniques, appropriate to the focus of the lesson and the needs of the learners. There was good use of nomination, elicitation and prompting, and an appropriate emphasis on activities with a competitive element.

T27 In many lesson segments observed, teachers made good use of the board, and arranged the classroom to facilitate group work and movement. In weaker segments, boardwork was scrappy and disorganised, and the layout of the classroom was not adapted to different phases of the lesson.

T28 Teachers were good at encouraging student participation and praising their efforts to communicate. However, in some morning segments observed, opportunities for correction and extension of the students' language were missed, and in the project sessions there was sometimes no feedback at all on language use.

T29 The best teachers made use of a clear cycle of teaching and checking, providing good opportunities for students to demonstrate that they had mastered the language point being taught. In many cases, however, there was little opportunity for evaluation of student learning or review of the target language.

T30 Generally students were fully engaged and teachers were able to create a positive learning atmosphere. Language used was always appropriate to the age and level of the students. Techniques such as asking a student to write class responses on the board, were well used to involve learners in activities. Students reported that they enjoyed their classes, and this was clear in almost all the classes observed.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from outstanding to weak. With the exception of a small number of segments, everything observed was overall at least satisfactory, and there were a significant number of instances of good teaching. Teachers displayed good awareness of the language, which enabled them to plan lessons with appropriate language content for their learners. In some cases, the project topics were inappropriate for younger learners. The delivery of the lessons was good, with a range of appropriate techniques being used and activities being well managed. Evaluation of student learning is an area for attention. In almost all cases students were fully engaged in their classes.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and are given good support to ensure that their teaching meets the needs of their students. Programmes of learning are managed for the benefit of students, and a new course structure has been introduced. The teaching observed met the requirements of the Scheme. *Academic management*, *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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 The school is situated in extensive grounds in an isolated rural setting. Security cameras cover external areas. BOSS staff are in evidence during the day and evening, and at night staff from a private security company patrol the grounds. Fire drills are held weekly with timed evacuations. There is a comprehensive set of risk assessments for the school. The BOSS office is a first aid station and all BOSS staff are first aid trained.

W2 Pastoral care is a high priority and features prominently in job descriptions. There are house meetings every night at 22.00 which may be followed up with one-to-one meetings if necessary; the house tutors clearly get to know the students in their house very well and are able to assist them rapidly when necessary. Provision is made for religious observance; students are taken to religious centres in Hastings on request.

W4 The policy and procedures for dealing with abusive behaviour are clearly set out in the school rules section of the student handbook, with a set of escalating sanctions for breaches of the rules.

W5 The emergency number is on the wrist band worn by all students, and features prominently on the front cover of the students' guide.

W6 Transport is provided from the point of entry to the UK to the school for all students who are not brought to the school by their parents. Students are given clear instructions on what to do on arrival and are met by school staff at the airport and accompanied to it when they leave. The school has its own fleet of coaches and minibuses; at times it uses taxis with DBS-checked drivers.

W8 The school nurse attends the school on two mornings a week and is on call at other times. If necessary students can be taken to a GP practice or the hospital in Hastings.

Accommodation profile

Comments on the accommodation seen by the inspectors

All residential accommodation is on campus; there are six student houses and also accommodation in the main school building. At the time of the inspection, five houses and the main school building were being used. The sexes are segregated by building. The boys were in School, Kipling and Milne houses on the north side of the campus with the girls in Oaks, Rowling and Wells houses to the south. All six houses were visited during the inspection. The accommodation ranges from single and double en-suite rooms, to rooms with one to six beds with shared bathrooms and toilets. There are student relaxation areas in each house. The houses all have at least one resident house tutor, and teachers and group leaders also stay in them.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 Rooms are of a good size for the number of beds they contain and are suitably furnished. Showers and toilets are sufficient in number and easily accessed. There are weekly changes of towels and bed linen. Each of the houses has its own weekly laundry day.

W14 The house tutors hold daily meetings at 22.00 at which students are asked about any problems they may have with any of the services BOSS provides. These meetings are logged.

W15 All meals are provided; they offer a well-balanced diet and take into account dietary requirements. A large majority of the students were very satisfied with the food provided.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 Rooms and shared spaces are cleaned daily. All rooms are inspected every morning by the SSD and house tutors. Students are encouraged to keep their rooms tidy by the award of house points.

W23 All staff are first aid trained and the school nurse is present or on call.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Information about the range of social, cultural and sporting events the school organises for its students is on noticeboards, display monitors in the dining room and a whiteboard outside it. House tutors are also activity leaders during the day and evening and they brief students about upcoming events in their daily house meetings. If there are suitable events taking place in Hastings, students are informed of these and taken to them on their weekly half-day visit to the town.

W27 The leisure programme includes a wide range of activities and trips; it is organised by the head of activities and excursions and implemented by him and the seven house tutor/activity leaders (HT/ALs). Teachers are also involved in some activities and excursions. There are planning meetings before each activity. There is an indoor alternative for outdoor activities in case the weather is poor. The school also offers, at extra cost, 'academies' in football, riding, golf, tennis, dance and extra English.

W28 The head of activities and excursions goes through the relevant risk assessments at the daily planning meeting. Some of the risk assessments were rather generic and there was no evidence that they were being

updated after the trip or activity.

W29 The HT/ALs have suitable training and experience in sports, drama and other activity-related areas. Two of them are lifeguards; they supervise students using the school's swimming pool.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The school provides a secure, safe and caring environment for its students. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments					

All students at BOSS are under the age of 18; their ages range from eight to 17.

C1 There is a comprehensive and detailed safeguarding policy; it includes the name of the SSD as the designated safeguarding lead (DSL). In two sections of the policy, however, the DSL is, confusingly, spoken of as reporting to the SSD. Despite this, staff were aware of roles and reporting lines for any safeguarding issues.

C2 There is a shortened version of the policy in the staff handbook although the DSL is here referred to as the designated child protection officer. All staff are trained to basic awareness level; the DSL has specialist training.

C3 Publicity, while promising a very high level of care and support for under 18s, does not make it clear that small groups of students of 13 years and older may be given short periods of unsupervised free time on excursions.

C4 The recruitment policy indicates that previous employers of applicants who have worked with children *must* be contacted for a reference. In another version of the recruitment policy contained in job descriptions, it states that these employers *may* be contacted. However, in both cases it is made clear that the purpose of these contacts is to discover if there is any reason why the applicant should not work with under 18s, and all references on file included a question to this effect. DBS checks are carried out efficiently and recorded.

C5 Excellent levels of sufficient adult supervision are provided for students for all scheduled activities on-site and off-site. On some excursions, groups of three or more students aged 13+ are allowed some free, unsupervised time; there is an agreed staffed assembly point that they are required to return to. No specific parental consent is sought for this arrangement.

C6 Very little free time is available to students as the daily programme is very full. However, there are high levels of staffing, which enable supervision of students at all times.

C7 Accommodation arrangements are of a high standard. There are good levels of adult supervision in all houses, and all house staff are first-aid trained. Thorough risk assessments have been carried out.

C8 The school makes sure it has contact details for the parents or guardian of each student. In turn, it provides them with the school's 24-hour emergency number and also its office number for routine enquiries during office hours.

Care of under 18s summary

The provision meets the section standard. There is good provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided. However, publicity does not mention that students over the age of 13 may be given some unsupervised free time on excursions, and there is some inconsistency in documentation about the need for references for those who have worked with children.
