

Organisation name	Buckwood Overseas Summer School (BOSS), Guestling
Inspection date	8–9 August 2022

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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
<p>The British Council inspected and accredited BOSS, Guestling in August 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language teaching organisation offers vacation courses for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, course design, learner management, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Buckwood Overseas Summer School (BOSS) is part of Buckwood School, an independent boarding school, but operates on a separate basis with its own staff, management and administration. The director is employed year round, as is the summer school registrar (SSR). Other staff are normally seasonal.

The inspection took place over two days and involved two inspectors. Meetings were held with the director, the director of studies (DoS), the summer school registrar, and the head of activities and excursions (HAE). Focus groups were held with teachers and with students, and one inspector met two group leaders. One inspector observed activities and excursion arrangements as well as visiting the residential accommodation. All teachers timetabled during the inspection were observed.

## Address of main site/head office

Buckwood Overseas Summer School (BOSS), Rye Road, Guestling, East Sussex TN35 4LT

## Description of sites visited

Buckwood School is situated in a rural location about five miles from Hastings. The reception is within the original school house, and there are numerous additional buildings across the site, including classroom blocks and residential houses. BOSS has access to facilities and space as required and this year lessons were taking place in two blocks. There is also an office, and a dedicated teachers' room with adjoining relaxation/meeting areas. All meals are served in the dining room and there is a courtyard with a covered area, used for breaks. A common room is also available as well as a large hall used for assembly, and sports and games. There are extensive grounds, with a wide range of sports and recreation facilities.

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

## Comments

BOSS operates in July and August as a seven-week summer school. A three-week Easter course is also offered. The summer school did not run on site in 2020, but some online provision was offered. The programme opened again for summer 2021.

## Management profile

The director has overall responsibility for all aspects of the summer school and is employed year round. The DoS, the SSR and the HAE all report to him. Teachers/activity leaders report to the DoS, and house tutors/activity leaders report to the HAE. This team would normally be supported by additional posts: a summer coordinator and summer assistants, and a senior teacher, but staffing has been a particular challenge this year.

## Accommodation profile

The school offers residential accommodation only. All six boarding houses were in use at the time of the inspection and a seventh house was used for non-house tutor staff. House allocation is arranged by gender and age with younger children in small dormitories or twin rooms and older children in twin or single rooms. The majority of rooms have toilets and wash basins with shared shower facilities and some rooms have ensuite facilities.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates strongly to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. *Strategic and quality management*, *Staff management*, and *Student administration* are areas of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with an extremely 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. Effective guidance on the use of these resources is provided for staff and 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 appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are well structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Course design* and *Learner management* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. Overall the school provides its students with applicable pastoral care, and risks associated with the premises have been suitably assessed and mitigated. The school offers appropriate accommodation which is very well managed. The leisure programme is designed to meet fully the needs of the students and is staffed accordingly. *Leisure opportunities* is an area of strength.

### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school, and in the leisure activities and accommodation provided. There is a detailed safeguarding policy, and staff are well trained to implement it. Recruitment is very well managed. *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.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

### Comments

M4 Communications are very effective and use is made of a range of different channels, both formal and informal, to keep in touch and ensure that staff are well informed. Regular meetings are well attended.

M5 Initial and end-of-course feedback is collected, and students have extensive additional opportunities to give feedback at other times; house tutors meet daily with their students. Feedback is collated and action taken is recorded.

M6 Staff have regular opportunities to provide feedback, including through daily meetings and appraisals. Staff felt that their contributions were heard and valued. The director keeps a spreadsheet with staff feedback and actions taken or planned.

M7 The very intensive summer period is followed by a comprehensive review, which draws on feedback from all areas, including group leaders, teachers, other staff and students. This then feeds into forward planning for the next year.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

#### Comments

M10 There are very good procedures for each stage of the recruitment process, and staff files were comprehensive with all required documentation. Despite the recruitment challenges of a difficult year, an appropriate and balanced team has been successfully recruited.

M11 A thorough induction is provided for all staff, with specific versions for different groups of staff, and accompanying handbooks. Each staff member has an induction checklist which is signed off to ensure each stage has been completed. Teachers in the focus group were clear about their induction and remembered the process.

M12 There is a simple but entirely appropriate appraisal process which is also supportive. Despite the normal practical constraints on a summer programme, all staff had had an appraisal, including all the teachers based on observations.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

#### Comments

M14 Courses are administered by the SSR, who is employed year round, is very experienced and can be covered by, and cover for, the director if necessary. She is very friendly and approachable, deals efficiently with all aspects of student administration, and is supported by good systems.

M15 There is comprehensive pre-course information and communication, and helpful use is made of video conferencing and content on social media, as well as detailed documentation.

M16 Flexible arrangements are in place to manage the uncertainties of the 2022 season.

M19 Students are given clear information on punctuality and attendance, and classes are checked within the first ten minutes or so. There are additional checks on students' whereabouts throughout the day and any issue is followed up promptly.

M20 Rules and codes of conduct are set out very clearly in student handbooks and covered at induction. There is a staged process with clear indications of reasons and procedures for removing a student from a course.

M21 The complaints process is clearly described in both the parents' guide - together with information and support to help eliminate the need for complaints - and the student handbook. Students are encouraged to talk about any issues they may have. Any complaints are dealt with quickly and recorded.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

Publicity consists of the website, which is the main medium, and a printed brochure.

M28 Teachers are described as "well qualified and experienced", although this is not true of all teachers at all times. This was changed during the inspection and is no longer a point to be addressed.

### Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Strength

#### Comments

P2 Classrooms are in two dedicated blocks in secluded areas of the school site. They are spacious and quiet, with good natural light and have flexible furniture.

P3 There are numerous areas for students to relax around the school, including extensive grounds, a common room, the large sports/assembly hall, and the courtyard area where breaks are taken.

P4 All meals are served in the dining room, which has plentiful seating and dining tables. The food is of good quality and varied, and any special dietary requirements are catered for.

P6 Teachers have ample space in which to prepare, close to facilities and resources. There is a separate area with seating, and further common rooms are available as part of staff accommodation.

Learning resources	Met
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P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

P7 There is a good range of materials available for use. Students themselves do not have a coursebook but a diary and a folder to create their own record of their stay.  
P8 As well as well-organised and extensive resources, including digital materials, teachers have easy access to computers, photocopiers and printers.

### Teaching and learning

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

#### Comments

T1 Not every teacher has qualifications that meet Scheme requirements, but the support for and deployment of these teachers is well managed. The policy rationale was accepted in the context of this inspection.  
T4 The DoS is not TEFLQ but has extensive relevant experience, including with BOSS, which has equipped her to provide appropriate support to the teaching team as well as to the director and the operation as a whole. The rationale provided for her employment is accepted in the context of this inspection.

<b>Academic management</b>	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met

#### Comments

T9 Day-to-day support for teachers is very good and the DoS was very hands-on and visible throughout the inspection. Although she was clearly extremely busy, it was evident that teachers' meetings are used to exchange ideas and discuss specific classroom issues.  
T10 All teachers have been observed and records demonstrate wholly appropriate follow up and support. However, as the DoS is not TEFLQ, this criterion cannot be met.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

#### Comments

T11 Courses are organised around an externally validated series of graded spoken English examinations. The first two classes of the day prepare for these examinations, while the third class is project based. This provides clear structure and principles, and teachers receive good guidance.

T15 Goals are established at the beginning of courses in mini tutorials with teachers. The use of diaries helps to encourage independent learning, and the examination syllabus also includes a clear focus on study and learning strategies.

T16 The entire summer school experience, particularly the mix of nationalities, is geared to foster the use of English beyond the classroom, which takes place naturally and extensively.

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

#### Comments

T18 Student progress is monitored informally on an ongoing basis, with weekly reviews and reflection on smart objectives and can-do statements. This process ends with an externally validated examination on the last day of the course.

T20 All students take an externally validated spoken English examination relevant to the course, and this is made clear in publicity and pre-course information. Procedures for ensuring effective placement and progress are appropriate and effective.

T21 All students receive detailed reports which indicate their level based on the Common European Framework of Reference for Languages, with comments on language skills and classroom performance. An additional report from the end-of-course examiner gives advice on areas for improvement.

#### Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	All

#### Comments

None.

Teaching: classroom observation	Met
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T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

#### Comments

T23 Teachers demonstrated appropriate knowledge and awareness, and provided clear models. Some paid attention to features of pronunciation.

T24 Plans included brief student profiles. Overall, topics, materials and activities were interesting and relevant. Plans generally did not include differentiation, even for groups with wide age ranges.

T25 Lesson objectives were clear and had been shared with students, although not always in terms of learning outcomes. Plans generally demonstrated appropriate sequencing and staging; stronger lessons included sufficient oral practice to support students in later activities.

T26 Overall, a good range of teaching techniques was used effectively as needed, including some good eliciting, concept checking, prompting, and nominating.

T27 Classrooms were well managed and competent and confident use was made of classroom technology. Whiteboards were well organised. Some lessons relied on a lot of photocopies.

T28 Teachers provided plentiful praise and encouragement and demonstrated some techniques for feedback, including reformulation and direct correction. A systematic approach to accuracy and correction was evident in a small number of lessons.

T29 The frequent use of short tasks, recapping and staging provided opportunities to evaluate learning.

T30 There were high levels of student involvement in the majority of classes, and most teachers made good use of games, teamwork, movement, competition and a brisk pace to establish and maintain a positive learning atmosphere.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being satisfactory or better. Teachers showed awareness of linguistic systems and provided effectively staged plans which mostly reflected course and group interests and made use of relevant materials. Teachers generally used a range of techniques with confidence and resources were generally used to very good effect, although in some lessons there was an over-reliance on photocopies. Feedback techniques were somewhat limited overall, but appropriate. Classroom management was dealt with effectively and there was a very positive working atmosphere in classes.

#### Welfare and student services

<b>Care of students</b>	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met



W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Strength

#### Comments

W2 The emergency plan is very comprehensive and covers incidents that could occur on or off-site.  
W4 There are clear policies in place and tolerance and respect feature across the organisation's activities.  
W6 Airport transfers which are used by the majority of students are well-managed but there is no information in the summer school brochure or website about arrangements for getting to site if not using the transfer service.  
W8 Health care provision is very good with, for example, the majority of staff completing externally validated first aid training during the pre-summer course induction.

<b>Accommodation</b> (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

#### Comments

W11 All accommodation is checked before and after courses. In addition, daily room inspections by the course director form a part of the inter-house competition.  
W13 Procedures are very effective. Daily house meetings with the house tutor and students ensures any issues are promptly identified and resolved.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

#### Comments

None.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

#### Comments

None.

<b>Leisure opportunities</b>	Area of strength
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W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength
<b>Comments</b>	
W24 The content of the programme is wide and appropriate to students' varying ages. Different excursion destinations are incorporated to meet the needs of longer-stay students.	
W25 There is a dedicated head of activities and excursions supported by additional staff. All adults accompanying students on excursions are comprehensively briefed.	
W27 All staff have suitable training and specialist staff are used for activities such as horse riding, tennis or golf.	

### 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.	Met
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.	Met
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
<b>Comments</b>	
All the students on site at the time of the inspection were under 18.	
S2 All staff and group leaders receive appropriate documentation, sign a code of conduct and receive thorough training.	
S4 Recruitment procedures are consistently followed, and records are in exemplary order.	
S7 Supervision ratios are above specified Scheme requirements.	

### Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

#### Comments

D1 The items sampled were satisfactory.

#### Organisation profile

Inspection history	Dates/details
First inspection	2013
Last full inspection	2017
Subsequent spot check (if applicable)	2012 (as an extension of Buckswood School), 2014, 2015 and 2016
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	2011
Ownership	Name of company: Buckswood Overseas Summer Schools Limited Company number: 11069424
Other accreditation/inspection	N/a

#### Premises profile

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

#### Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	23	20
Full-time ELT (15+ hours per week) aged under 16	102	165
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>125</b>	<b>185</b>
Junior programmes: advertised minimum age	8	8
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	German	Spanish
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

#### Staff profile

At inspection	In peak week (organisation's estimate)
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Total number of teachers on eligible ELT courses	9	14
Number teaching ELT 20 hours and over a week	9	
Number teaching ELT under 19 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	21 with BOSS 13 with host institution (housekeeping, catering, maintenance)	

### Academic manager qualifications profile

Academic manager qualifications profile	
Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	0
Academic managers without TEFLQ qualification or three years relevant experience	2
Total	2
Comments	
The director is DELTM qualified. The DoS is TEFLI. Neither has teaching commitments.	

### Teacher qualifications profile

Teacher qualifications profile	
Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	7
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	1
Teachers without appropriate ELT/TESOL qualification	0
Total	9
Comments	
None.	

### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	N/a	0
Private home	N/a	0
Home tuition	N/a	0
Residential	N/a	125
Hotel/guesthouse	N/a	0
Independent self-catering e.g. flats, bedsits, student houses	N/a	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	125
Overall total adults + under 18s	125	