

Organisation name	British Summer School, head office Haywards Heath
Inspection date	18–20 July 2023

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
. We recommend accreditation with a spot check in the first 12 months. However, evidence must be submitted within three months to demonstrate that weaknesses in W1 and S1 have been addressed and that weaknesses in S4 will be addressed before the start of the next course. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited British Summer School in July 2023. 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).</p> <p>This private language teaching organisation offers residential vacation courses in general English for adults (18+) and under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, student administration, premises and facilities, academic management, and learner management.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

British Summer School (BSS) is owned by Exsportise Ltd which also owns the British Council accredited Exsportise English summer camps.

BSS launched in summer 2022 with four courses in three centres and is currently accredited by extension through Exsportise. This is a first full inspection for separate accreditation. In 2023, BSS ran six courses across four centres in the UK.

The inspection, part of which was conducted remotely, took three days. Two centres were visited by both inspectors in person, and the meetings with the head office (HO) staff were conducted remotely. In each centre, meetings were held with the centre manager, welfare manager, activities manager (AM), and house parents. In one centre meetings were also held with the director of studies (DoS), but due to illness, in the other centre, meetings were held with academic consultant from HO and the senior teacher instead. In both centres separate focus group meetings were held with teachers, students, group leaders, and activity leaders. All teachers timetabled to teach at both centres were observed. HO meetings were held with the managing director (MD), group principal, operations manager, admissions manager, product development manager (PDM) and group designated safeguarding lead, business consultant, and academic consultant.

Address of main site/head office

Exsportise Ltd. HO, Aberdeen House, South Road, Haywards Heath, West Sussex RH16 4NG

Description of sites visited

The Brambletye School (BS) campus (Lewes Road, East Grinstead RH19 3PD) is based on a large country estate overlooking the Ashdown Forest in the south east of England close to the market town of East Grinstead. BSS has sole use of the main building, which includes the administration office, activities office, welfare office, accommodation for both students and staff, a 'clubhouse', and the dining hall. BSS also has sole use of the modern teaching block next door where they have an academic office / teachers' room and classrooms. At the time of the inspection, six classrooms were in use. Both the main building and teaching block have separate toilets for boys, girls, and staff. Facilities on site include a theatre, music room, art room, sports hall, tennis courts, astroturf field, sports field, and a swimming pool, although the latter had not been used by the centre. These facilities are sometimes booked for use by visiting groups.

The Worth School (WS) campus (Padockhurst Road, Crawley, West Sussex RH10 4SD). The school is situated in the West Sussex countryside in the south east of England, close to the town of Crawley. BSS shares this site with an Exsportise summer camp, although the two programmes occupy different buildings and are run separately. BSS occupies the Scholastica building, which includes the administration office, activities office, welfare office, and classrooms. At the time of the inspection, six classrooms were in use. The building has separate toilets for boys, girls, and staff. Facilities include an assembly hall, dining hall, music rooms, a dance studio, football, rugby and hockey pitches and off-site riding stables. All students are accommodated in a single building, and the majority of staff in another.

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 checked="" 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

In 2023 BSS was running the following courses:

- Explorers of the Future (English through exploring)
- Adventurers of the Future (English through adventure)
- Citizens of the Future (English through communication)

- Academics of the Future (English through study)
- Leaders of the Future (English through leadership)
- Scientists of the Future (English through science)

All courses offer 15 hours of 'core English', one hour of 'learning and innovation', and between one and one and a half hours of the specific focus of the course (e.g. exploring).

Management profile

The BSS HO team is led by the MD who reports to the owner/MD of Exsportise Ltd who is based in their Haywards Heath office. The BSS HO team occupies a shared office space in Eastbourne. The welfare manager, principal, operations manager, and PDM all report to the MD, and the AM reports to the principal. The MD is assisted by a business consultant and an academic consultant. The PDM is assisted by a 'True Me' consultant ('True Me' is a component of the leisure programme). The centre managers in each centre report to the MD. Although the centre manager is responsible for general management of all staff at the centre, oversight for the welfare managers and DoSs comes from HO principal, and oversight for the AMs comes from the operations manager. On site, the DoS manages the teaching team, the AM manages the activity leaders, and the welfare manager manages the house parents.

Accommodation profile

Residential on-site accommodation is provided for nearly all students, with a small number living independently with family. At the centres visited, bedrooms ranged from single occupancy to dormitories with ten beds. Separate accommodation is provided for girls and boys, supervised by resident girls' and boys' houseparents. Both centres visited have shared bathroom and toilet facilities and provide a laundry service.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Strategic and quality management systems are very strong, with very clear goals and values and very effective communication and feedback procedures. Staff management policies are appropriate, but staff files were missing a small number of required documents. Appraisal procedures are robust. Student administration is very well managed, with excellent levels of customer service, and very good support for parents and guardians. Publicity is well presented and largely leads to realistic expectation, but not all course descriptions are accurate. *Strategic and quality management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The school premises visited provide impressive buildings set in very well-maintained grounds. Classrooms are light and spacious. Learning resources are well chosen in most cases, but for one course, both the structure and resources were insufficient. The policy for reviewing resources is very suitable. *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 profile is appropriate for the delivery of English language classes, but not for all of the focus classes. Academic management systems are very effective, and teachers felt very well supported. Procedures for the review of course design are very effective, and learner management systems are very well managed. The teaching observed met the requirements of the Scheme. *Academic management* and *Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard. Overall, the school provides its students with very good pastoral care, but some risks associated with the premises have not been adequately assessed or mitigated. The school offers comfortable, clean accommodation, which is well managed. The leisure programme is designed to meet the needs of the students.

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. The safeguarding policy is clear and is well implemented, although it is missing the contacts of key personnel. Some suitability checks are not in place.

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.	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.	Met
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 BSS has a very clear statement on its mission, goals and values. These were well known to staff and evidence was seen that they provide a strong foundation to how the organisation operates.

M2 The organisation has very detailed plans in place for the future. There is a clear timeframe in place and the plans are ambitious but achievable.

M4 Communication is very effective both within each centre as well as between HO and the various centres. As well as regular formal minuted meetings, there are messaging groups for the various departments, and senior staff have the opportunity to communicate and share best practice with their equivalents in other centres. All staff spoken to were very happy with the strong team spirit across all departments in each centre.

M5 Feedback is managed very effectively. There are multiple channels including digital questionnaires, suggestion boxes, and a student representatives' system. Record keeping of action taken is also very detailed.

M7 Evidence was seen of how feedback from all stakeholders is analysed and used to inform a review of all systems and processes. This informs a detailed action plan and log.

Staff management and development	Met
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.	Not met
M11 There are effective induction procedures for all staff.	Met
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 Although there are effective procedures for recruitment and the majority of staff files were complete, a very small number were missing second references.

M12 As well as an appraisal at the end of the programme, all centre staff have an initial review during their first week. This is done in a very supportive manner with clear objectives to help the staff member develop from the very beginning of their employment.

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	Strength

course choices before arrival and during their stay.	
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.	Met
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 Students and group leaders confirmed that they receive a very high level of customer service from all staff. Responses to all requests and queries are swift and effective. This was also observed in practice.

M15 The information provided to parents and agents is very strong. As well as marketing materials, there is a translation tool on the website, and the admissions team conduct 'Welcome Q and A' sessions online with parents. These are specific to each centre.

M19 The attendance policy is made clear to all students and attendance is very closely monitored. Particularly with the youngest age group, registers are taken at the start of all lessons, meals, and activities. There is a clear procedure in place to react to the absence of a student, and recording of action taken is good.

M21 The complaints policy is clear and parents are reminded of this during the welcome presentation. A simplified version is available to direct students to the appropriate person if they are not happy. Feedback logs show that all complaints are taken seriously, and that action taken in response is 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.	Strength
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not 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 comprises a website, brochure, and a number of social media channels. The website is considered the main form of publicity.

M23 The language used across the website is very clear and accurate. There is also a translation tool in place for nine common languages.

M24 Although the information on courses is mostly clear and accurate, the description for the 'Adventurers of the Future' as well as the 'Learning and Innovation' courses did not match what was seen in the centres visited.

M28 Publicity claims that all academic staff are suitably qualified according to Scheme requirements, but this was not true of all staff in the centres visited.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength

P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P1 The premises are of a very high standard. Both of those visited are very clean and in a good state of repair. Students have access to beautifully maintained grounds and staff benefit from spacious offices.
P2 Classrooms are all bright, entirely free from extraneous noise, are flexibly furnished, and provide ample space for the maximum number of students.
P3 In both centres, the canteen provides a spacious and well-appointed area for students to eat.

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

Comments

P8 Although there are appropriate resources for teachers to deliver the 'core English' parts of the programme, those for the delivery of the 'Adventurers of the Future' programme were insufficient.
P12 There is a very clear policy in place and evidence was seen of systematic allocation and deployment of a budget.

Teaching and learning

Academic staff profile	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.	Not met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

T2 A small proportion of the teaching team did not have a TEFL qualification that meets Scheme requirements, but a policy rationale was submitted and accepted on the basis of their experience as well as the guidance and support in place from management.
T3 Although overall the team has a very appropriate range of experience, particularly with teaching young learners, the demands of the 'Adventurers of the Future' course were considerably beyond the expertise of the teachers asked to deliver it.

Academic management	Area of strength
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.	Strength

T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
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.	Met

Comments

T7 Cover arrangements are very effective. As well as the DoS and senior teacher, appropriately qualified staff on non-academic teams have been identified in each centre for this purpose. As well as this, the academic consultant and principal from HO can also be called on if needed.

T8 Continuous enrolment is efficiently managed. Lessons are taught in discrete weekly blocks, and teachers are given useful guidance on how to integrate new students into the class.

T9 The DoS and senior teachers work alongside the teaching teams in the academic offices, and both teams were extremely happy with the support they have received from their managers.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
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.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T11 Course design is based on very clear principles, and in the vast majority of cases, there is an appropriate course structure in place. However, for the Adventurers of the Future course, this was insufficient.

T12 A very detailed report on course design is submitted at the end of the summer programme. It incorporates feedback from both teachers and students and informs the development of courses for the following year.

T16 At the centres seen, the natural environment in which the schools were situated was systematically integrated with course content. On some courses, international students get the opportunity to mix with British students who attend some aspects of the programme.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	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.	N/a

Comments

T17 Placement tests cover all relevant skills and classes were very homogenous with regards to level.

T18 Students receive a progress test each week which is preceded by a revision session. Results are recorded and teachers file weekly reports on individual student's progress.

T20 Information regarding external examinations is available for all, and in the centres where examination courses are run, students are very well supported by members of staff with experience in the delivery of external exams.

T21 Academic reports are provided for all students and contain a good level of useful information on the student's

progress. All comments are based on clear evidence.

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	Core English, Learning and Innovation, Focus Exploration, Focus Adventure

Comments

None.

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

Comments

T23 In most cases, the teachers gave clear, natural models of language, although a few instances of unnatural language use were observed. All teachers gave appropriate contextualised explanations and pitched the level well.

T24 Detailed student profiles were in place for most students, and in many cases, these were clearly reflected in the lesson plan and in the lesson itself.

T25 Learning outcomes were clear on plans and in most cases, these were made available to students. In the stronger segments, these outcomes were referred to as the lessons progressed. In the majority of cases, the staging of the lessons was logical and effective.

T26 A range of teaching techniques was used, including elicitation, nomination of individuals, and the setting of time limits. In the stronger segments, some effective use of concept checking as well as the checking of instructions was seen.

T27 Most teachers managed the learning environment well, although it was overly teacher centred in some cases. Resources used were appropriate although, considering the presence of interactive whiteboards, not a great deal of audio or video material was used.

T28 A satisfactory range of error correction techniques was used. This included reformulation, as well as elicited peer and self correction. Opportunities to note down errors during communicative activities for a delayed focus were sometimes missed.

T29 In many classes, good examples were seen of teachers building upon previous learning by consolidating language from the previous day and then extending it. Learning was also evaluated by way of production or presentation stages.

T30 In the majority of classes, the teachers created a very positive learning environment. The management of behaviour was not always handled in a positive manner, but in most segments, students were engaged with their learning, rapport was good, and teachers were calm, supportive, and encouraging.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory against the criteria, with the majority being satisfactory. Accurate and appropriate models of language were given in most cases, and student profiles were well utilised to inform the planning of lessons. Teaching techniques were suitable and feedback on errors was satisfactory. Lessons were planned with clear opportunities to evaluate students' progress, and in the majority of cases, teachers created an engaging and comfortable learning environment.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not 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.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength
Comments	

W1 There are effective fire safety measures in place at both centres visited, and thorough well thought-out risk assessments for the Worth premises. However, the provider has not undertaken its own risk assessments for the Brambletye site.

W3 There is a clear welfare policy which states the level and nature of pastoral care clearly. Staff and students are very clear about their roles, and the students interviewed spoke very positively about the care available to them. The recording and follow up of welfare concerns is thorough and detailed.

W4 Tolerance, respect and international understanding are central to the organisation's ethos. These values are shared with the school community on posters, noticeboards and in activities. In addition, they are modelled on a day-to-day basis by staff.

W6 Transfer arrangements are very well managed with short waiting times for students. Information and guidance for students arriving independently with parents or carers is very clear.

W7 A parents' guide is produced to enable parents to fully prepare their students for their time on the course. Information on weather, food, money, how to behave, and what to pack is presented in a clear and attractive style. On arrival, much of this information is checked with students during the welcome meeting.

W8 There is very good provision of first aid trained staff at both of the centres visited. In addition, there is a nurse at the Worth site who also supports the school at Brambletye. The school has comprehensive information available about local health care provision.

Accommodation (W9–W22 as applicable)	Met
All accommodation	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Strength
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
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.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	

W10 Students' rooms and bathrooms are cleaned on a daily basis, bed linen is changed weekly, and the laundry service is available at least twice per week.

W13 All accommodation is checked for safety and suitability by a member of the management team before courses begin. Every room is then checked by a member of the welfare team once per week, in addition to daily monitoring

of health and safety by house parents. Any issues identified are communicated to the host school and swiftly remedied.

<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.

Leisure opportunities	Met
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.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
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.	Met
Comments	

All criteria in this area are fully met.

Safeguarding under 18s

Safeguarding under 18s	Met
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.	Not 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.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met

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	
All students enrolled on the courses are aged 6 to 19. The Brambletye centre is for 6 to 12 year-olds; Worth is for 10 to 16 year-olds; Oundle is for 12 to 17 year-olds; and Herstmonceux is for 15 to 19 year-olds. At the centres visited, all students fell within the site-specific age ranges.	
S1 There is a clear safeguarding policy which is reviewed annually and updated. However, the policy does not include the names and contact details of the head office and local designated safeguarding leads.	
S2 The safeguarding policy and procedures are appropriately shared with staff through pre-course information, induction and meetings. There are high levels of training for staff with the majority trained to advanced level.	
S4 In general, recruitment procedures are effective, and suitability checks are in place. However, a small number of the staff files sampled did not include two appropriate references.	
S5 There are very clear guidelines in place for supervision for a range of age groups in a range of situations. The policy is well understood and implemented by staff, ensuring that supervision is very well managed.	

Declaration of legal and regulatory compliance	
D1 The organisation certifies that it operates at all times in accordance with the declarations in the <i>Declaration of legal and regulatory compliance</i> .	
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	July 2023
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited by extension
Other related non-accredited activities (in brief) by this multicentre organisation	Scientists/Leaders of the future contains Science/Leadership lessons which may fall outside the scope of the accreditation scheme.
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

Private sector

Date of foundation	1988
Ownership	Name of company: Exsportise Ltd. Company number: 2330930
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	Aberdeen House, South Road, Haywards Heath, West Sussex RH16 4NG
Name and location of centres offering ELT at the time of the inspection but not visited	British Summer School Bader College, Herstmonceux Castle, Hailsham, East Sussex BN27 1RN

	British Summer School Church Street, Oundle, Peterborough PE8 4EE
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	None

DATA ON CENTRES VISITED

1. Name of centre	Brambletye
2. Name of centre	Worth
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited				
Centres	1	2	3	4	5
ELT/ESOL students	At inspection				
18 years and over	0	0			
17 years and under	66	90			
Overall total	66	90			
U18 programmes: advertised minimum age(s)	6	10			
U18 programmes: advertised maximum age(s)	12	16			
Predominant nationalities	Chinese, French, Azerbaijani				

Staff profile at centres visited	At inspection				
Centres	1	2	3	4	5
Total number of teachers and academic managers on eligible ELT courses	8	7			
Total number of activity managers and staff	9	9			
Total number of management (non-academic) and administrative staff	3	3			
Total number of support staff	2	3			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years' relevant experience	1	1			
Academic managers without TEFLQ qualification or 3 years' relevant experience	0	0			
Total	1	1			

Comments

At Worth, the DoS was unwell and absent for the inspection. The academic consultant from HO was covering the role with support from the senior teacher.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers
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Centres	1	2	3	4	5
TEFLQ qualification	1	0			
TEFLI qualification	4	3			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	1			
Teachers without appropriate ELT/TESOL qualifications.	2	2			
Total	7	6			

Comments

None.

Accommodation profile

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

Arranged by provider/agency	Adults					Under 18s				
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	N/a	N/a				0	0			
Private home	N/a	N/a				0	0			
Home tuition	N/a	N/a				0	0			
Residential	N/a	N/a				58	90			
Hotel/guesthouse	N/a	N/a				0	0			
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a				0	0			
Arranged by student/family/guardian	Adults					Under 18s				
Staying with own family	N/a	N/a				8	0			
Staying in privately rented rooms/flats	N/a	N/a				0	0			
	Adults					Under 18s				
Overall totals	N/a	N/a				66	90			

Centres	1	2	3	4	5
Overall total adults + under 18s	66	90			

Post MA