

Organisation name	Brooke House College Summer School, Market Harborough
Inspection date	14–16 August 2019

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 continued accreditation.

Summary statement

The British Council inspected and accredited Brooke House College Summer School, Market Harborough in August 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

Strengths were noted in the areas of strategic and quality management, staff management, student administration, academic management, learner management, care of students, leisure opportunities, and safeguarding under 18s.

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

Introduction

Brooke House College (BHC) is a family-owned, independent boarding school for secondary school students, the majority of whom come from outside the UK. It was established in 1967 and has been running summer schools since 1985.

Brooke House College Summer School (BHCSS) operates as a distinct department within BHC, using the same premises and facilities as BHC, but recruiting its own teachers and activity staff (some of whom may be teachers at the year-round school). It runs for eight weeks in July and August, with most staff contracted for the full eight-week period. The majority of the students at BHCSS come through agents, and around 75 per cent come in groups with group leaders. A feature of the school is the large number of returning agents, students, teachers and activity staff. Another feature of the school is the focus it places on trying to integrate students from different nationalities. Students are put into 'teams' of mixed nationalities, with different coloured wristbands. These teams then form the basis for allocating seating arrangements at meals, places on activities and on excursions.

The inspection took place over two and a half days in the penultimate week of the course, with two inspectors. Meetings were held with the owners/directors, summer school director, operations manager, assistant director of studies (ADoS), academic administrator, homestay co-ordinator, head of boarding, administrator and matron. Meetings were also held with groups of teachers, activity leaders, group leaders and students. One inspector visited two homestays and six residences; the other visited the leisure centre to observe activities. All teachers timetabled during the inspection were observed.

Address of main site/head office

Brooke House College, Market Harborough, Leicestershire LE16 7AU

Description of sites visited

Brooke House College Summer School is located in Brooke House College, which is situated just outside the centre of the market town of Market Harborough. BHCSS makes use of accommodation and classrooms on the main campus, the school's classrooms in the High Street, and accommodation in Union House and London House. Northampton House is also used during the summer course at peak periods. All of the school's premises are on, or a few minutes' walk from, the main site.

The main campus is self-contained and compact with gardens and open space. It comprises accommodation residences, science laboratories, four classrooms in an annexe, a basketball/football area and the main building.

On the ground floor of the main building there are social areas, offices, and a staffroom for activity leaders, one classroom, dining areas and reception. There are offices on the second floor and residential accommodation on the third floor.

The teachers' room and academic office are a short walk away at the back of the High Street building, where much of the teaching takes place.

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

Comments

Students are offered courses of 15 or 27 hours of tuition a week. The majority of students choose to take the 15-hour option, supplementing their English classes with mixed activities, karting, riding, golf or film-making.

Those choosing the 27-hour option take classes in British culture, IELTS, or GCSE and A-level taster classes. A bespoke three-week course for Japanese girls has been offered for the last four years and was running at the time of the inspection. This course combines language input, cultural activities, excursions and conversation sessions arranged with local young people. (At the time of the inspection students on this course were on an excursion and involved with guest speakers and preparation for final presentations, so the inspectors were not able to observe.)

Management profile

The summer school director reports directly to the managing director of BHC. He is supported by a director of studies (DoS), an ADoS and an academic administrator, as well as by operational, welfare, accommodation and activity managers.

At the time of the inspection, the DoS (who works full time at BHC) was on holiday, and the ADoS was in charge of the academic department.

Accommodation profile

Most students stay in residential accommodation, in one of seven boarding houses belonging to the school. These are all on the main site, or a short walk away. Facilities range from single ensuite to multi-bedded rooms (maximum three students) with shared facilities. Each house contains a common room and kitchenette. Students are allocated to specific houses on the basis of age and gender.

Homestay accommodation is available on specific request. The school has a register of approximately 30 hosts in the town and the surrounding area. Any students not living within easy walking distance of the school are collected and returned to their host by school minibus.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The organisation is very well run, in line with its goals and values, with all opportunities used to continually improve. Staff are well managed and supported and publicity is clear and transparent. High levels of customer care are central to the school ethos. *Strategic and quality management, Staff management and Student administration* are areas of strength.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a generally comfortable and professional environment for work and relaxation. A range of appropriate learning resources is available, which teachers and students are guided to use effectively.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic management team is well qualified and experienced, but several teachers do not have qualifications which meet Scheme requirements. Procedures for supporting and managing teachers are robust, courses are well designed and carefully considered to provide students with maximum benefit from their stay. 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 and exceeds it in some respects. The needs of the students for security, pastoral care and information are extremely well met. The accommodation provided is suitable. Leisure activities are of a very high standard. *Care of students and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is excellent provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence**Management**

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	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.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	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

M1 The statement of goals and values is entirely appropriate, and has been created after consultation with several different stakeholders. It is displayed throughout the school and contained in all the handbooks.

M3 The structure of the summer school is very clear, with organograms showing lines of responsibility within the summer school itself and also with the year-round provision. Staff are able to cover for each other on an everyday basis, as well as more formally during planned absences.

M4 Communication is excellent. There is a good balance of informal and formal communication channels, and staff, students and group leaders all report being well informed.

M5 Feedback systems work very well. Simple forms are used at the beginning and end of students' courses, feedback is collected and collated, and acted upon swiftly.

M6 Staff feedback is collected informally in general meetings and more formally at appraisals and end-of-course reviews. Staff were very positive about the responsiveness of management.

M7 Review systems are excellent. The summer school director reviews the programme each year, presenting it to the managing director, and devising an action point of areas to develop, with clear SMART objectives.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and 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.	Strength

Comments

M8 Human resources policies are very good, with a great deal of thought given to ensuring teachers and activity leaders are able to carry out their responsibilities effectively. Teachers are not required to lead activities and activity leaders are provided with a quiet bedroom for use when not on duty. (See S7.)

M10 Recruitment policies are excellent, with good templates for each stage of the interview process. All staff, including those returning, are interviewed, as are all homestay providers. The summer school director has had training in safer recruitment.

M11 Induction procedures are extremely good, with a very thorough five-day induction period, where areas such as safeguarding are covered. A quiz is set, which staff complete within their first week.

M12 Procedures are very good. All staff receive an appraisal, broken into two parts so that aims and objectives identified in the first part can be followed up in the second. Unsatisfactory performance is identified and dealt with quickly.

M13 A full programme of continuing professional development is provided for all staff. As well as weekly sessions for teachers, other staff receive training in areas such as food hygiene, writing risk assessments, and mental health first aid.

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.	Strength
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.	Met

Comments

M14 The level of customer service is extremely high. During the inspection there was ample evidence of the personal care and attention offered to students, group leaders and their agents. (See W3.)

M15 Students, their parents and the agents receive a great deal of information about the courses. Most of this information is given through meetings in the students' home countries. Group leaders commented on how important and useful this is.

M16 Cancellation procedures are clear and simple, but personal circumstances are always taken into consideration. There is evidence that the school responds sympathetically and generously to unforeseen changes of plans.

M19 Attendance and punctuality policies are excellent. Students are expected to be on time for lessons, activities and meal times and they are. Poor attendance is an example of behaviour that warrants formal sanctions, culminating in expulsion. An example of this was provided from 2017. (See M20.)

M20 Students are made aware of the reasons for possible expulsion in their handbooks and at induction. In 2017 three boys were taken through the various stages and finally asked to leave, for being persistently late to lessons and activities.

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.	Strength
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.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the website. There is a section within the BHC website dealing specifically with the summer school. There is also a brochure, used mainly for agents, which is available in Chinese.

M22 Publicity gives rise to entirely realistic expectations. No stock photos are used and all the courses advertised run regularly.

M23 This criterion is met overall, but there are instances where the language used could be simplified.

Premises and resources

Premises and facilities	Met
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.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
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.	Not 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

P4 There are water coolers and water fountains in multiple locations, and students are able to help themselves to fruit and yoghurt at any time of the day. There is also a supermarket opposite the school, which students can visit if appropriately supervised. (See S6.)

P5 Signage is not always clear or consistent and, although there are attractive displays of student work in some classrooms, in others the lack of facilities for displaying general information means that notices and student work are untidy and haphazard.

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.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	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.	Met

Comments

P7 There is a good range of appropriate learning resources for the courses taught. These are well organised and easily accessible. A generous supply of stationery items is provided for each class.

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.	Not 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 Two teachers do not have a Level 6 qualification. Rationales were accepted in the context of this inspection; one teacher has significant professional work experience, the other has attended relevant post-compulsory education training events and is also a subject teacher at BHC year round.

T2 Four of the teachers do not have relevant ELT qualifications. Although rationales were presented, these rationales were not accepted as the proportion of teachers without recognised ELT qualifications is too high.

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.	Strength

Comments

T7 Cover arrangements are very good, with three people available onsite. No cover has been needed for the last three years.

T8 The majority of students enrol for periods of two weeks. These two-week periods sometimes overlap, but arrangements are very good, with new students quickly integrated and all students working towards the weekly progress test, or the fortnightly external spoken English exam.

T9 Teachers commented very positively on the availability and approachability of the academic management team and felt very well supported by them. The academic administrator ensures that all the administrative aspects (e.g. timetables, registers, reports) are dealt with extremely efficiently.

T10 Observation arrangements are very good. All teachers are formally observed within their first two weeks, with follow-up observations arranged if necessary. In addition, there are short, drop-in observations of all teachers, with a checklist to ensure certain requirements are 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.	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.	Not 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 There is a clear and appropriate principle underlying the course design, which is to encourage confidence and communication. An external spoken English exam forms the basis of all courses, with exams taken by all students at the end of their two-week period.

T13 Written course outlines are prepared for all courses, available in writing and up in all classrooms. However, the language used is not always easily accessible to students.

T15 Study and learning strategies are intrinsic to the exam preparation elements of the courses. However, these do not form a distinct part of the course design and are not clearly identified to students.

T16 Courses are very well designed to ensure students develop the language needed for passing the oral exams in the morning, then practising their English at meal times, on activities and on excursions.

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.	Strength

Comments

T18 Procedures for monitoring progress are very good, with all students taking a weekly progress test and a fortnightly examination. Students staying longer, or returning, can progress through the levels.
T20 All students take an external exam that focuses on speaking ability. Academic managers and the teachers themselves are knowledgeable about the exams and able to identify the level or the exam best suited to the students.
T21 All students receive an attractive, professionally presented report.
T22 The majority of students are not interested in progressing to mainstream education, but taster courses in UK school exams and an admissions tutor from BHC are available to give students any advice they may need.

Classroom observation record

Number of teachers seen	14
Number of observations	15
Parts of programme(s) observed	General English, IELTS, British culture

Comments

The course for a closed group of Japanese students could not be observed because of scheduled excursions and other activities. All other courses were observed, with one teacher being seen twice as in one segment there was no language learning input.

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.	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.	Not 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.	Not 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 In some segments explanations were excellent, language was adapted to the age of the students and there was evidence of good awareness of the linguistic systems of English. In a few segments, modelling was unclear due to pronunciation inaccuracies.
T24 Student profiles and lesson plans showed that teachers knew their students well and understood the course objectives. In the better segments, this knowledge was clearly linked to the activities chosen.
T25 All lesson plans had aims or objectives, though these were not always described as learning outcomes. In some classes these were overtly referred to during the lesson, but in others they were not shared with the students.
T26 Although there was evidence in some segments of an excellent range of entirely appropriate techniques, overall the range was limited, with too great a reliance placed on teacher delivery or simple question and answer sessions, with all questions and answers going through the teacher.
T27 In general teachers managed the classes effectively, although classroom furniture was not always rearranged to make best use of the space. In the better segments, students were deliberately seated next to students of a different language, and resources were used confidently and well. Board work was generally clear, with some good use of colour.

T28 In some lessons feedback was entirely appropriate, encouraging and challenging. However, in general feedback was often unhelpful; students' contributions were repeated, praise was given indiscriminately and opportunities for error correction or extending students' language were largely missed.

T29 Activities were planned to show that learning had taken place. In some cases, this was expertly managed, with plentiful opportunities for students to practise and develop the language just learned.

T30 Most teachers used nomination, voice and eye contact very well and students were positively engaged in almost all the lessons observed.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to unsatisfactory, with the majority being satisfactory or better. Teachers generally displayed an appropriate knowledge of the linguistic systems. Lessons were planned and had clear aims and objectives, though these were not always shared with the students. In the majority of segments, teaching techniques were limited and overly teacher centred. Classrooms, boards and resources were managed appropriately on the whole. In most segments observed, feedback was either missing or unhelpful. Lessons generally contained activities to demonstrate learning, and there was a purposeful learning atmosphere that engaged students in the majority of lessons observed.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	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.	Met
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.	Strength
W8 Students have access to adequate health care provision.	Strength

Comments

W1 Measures to ensure the safety and security of students on the premises are comprehensive and effective. Full risk assessments are carried out and systematically updated with records of action taken. Key pads control entry to all buildings. There are frequent fire drills and evacuations, with trained fire marshals.

W2 There is a comprehensive 'Foreseeable crises policy'. Guidance for activity leaders and teachers is provided at induction, and group leaders are briefed on arrival and through their handbook. Clear but sensitive guidance is provided to students.

W3 The provision of pastoral care is of a very high standard. Inspectors observed, and group leaders and students commented on, the care and support provided to students on an individual basis. There are clearly designated formal structures, but every member of staff is alert to the possible needs of their students for pastoral care, and the best ways of meeting these.

W7 Relevant information about life in the UK is provided in the very thorough and systematic student induction, and is backed up through an attractively presented and accessible student handbook.

W8 Health care provision is of a high standard. All managers, teachers and activity leaders are first aid trained. There is an on-site matron (also qualified in mental health first aid) and a sick room, and there are very good working relations with the nearby NHS medical centre.

Accommodation (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.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W11 Great care is taken to inspect and maintain all accommodation. Homestays are re-visited every year and residential accommodation is continually monitored. Gas Safe certificates and fire risk assessments are in place for all accommodation units.

W14 Homestay providers receive a job description, a contract, and a comprehensive guidance handbook.

W15 Homestay hosts receive full guidance on the type of food required, and feedback is very positive. The food served to residential students is varied and plentiful. Feedback from students and group leaders is very positive, and they particularly praised the willingness of the catering team to deal with special requests.

Accommodation: homestay only

W16 Homestay hosts accommodate no more than four students at one time.	Met
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.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this area are fully met.

Accommodation: other

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

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.	Strength
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.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength

Comments

W23 An excellent range of activities and events is available to students to complement their stay. This includes visits to cultural sites, theatre performances, and sporting events.

W24 Provision is of a very high standard. Activities are specially designed to match the interests of the students; back-ups are always available in case of adverse weather. Great care is taken to ensure that longer-stay students (or returners) do not repeat excursions.

W25 The organisation of the leisure programme is highly effective, and the resourcing is generous. There is a clear management structure for this area and staffing ratios are high. Activity leaders receive thorough briefings before every activity. Excursions are especially well prepared.

W26 The health and safety of students is managed in a highly effective way. There are very thorough risk assessments, which are regularly updated. Activity leaders have training in writing risk assessments. The registration and monitoring of students on activities is aided by their division into 12 teams which remain constant during their stay.

W27 All activities staff have a thorough induction and associated training; many are returners, and most have experience of working with children in this type of environment. Some courses offered include specialist activities (e.g. riding, go-karting) and these are all supervised by specialist staff.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
S7 There are suitable arrangements for the accommodation of students.	Strength
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

All students on the summer programme are under 18.

S1 The safeguarding policy is comprehensive and regularly reviewed. It is implemented through and supported by a wide range of relevant, practical documents.

S2 The organisation ensures the effective implementation of the policy through training (all staff, including homestay hosts, have basic awareness training that is refreshed every year) and clear, accessible guidance documentation.

S3 This criterion is met overall but at present parental consent is actively sought only in relation to medical matters. An indication of relevant areas which might involve risk is given in a pre-enrolment note to parents, but it is assumed that parents consent to these, and they have to write specifically to indicate their wishes to the contrary.

S4 Recruitment policies and procedures are fully in line with safer recruitment and are meticulously documented. Recruitment procedures for homestay hosts are particularly stringent, including a requirement for prospective hosts to attend an interview at the school.

S5 Arrangements for the supervision and safety of students on site are excellent. The site is secure and appropriate supervision is provided at all times. There is a high ratio of well-qualified, experienced staff to students, and group leaders are additional to the provider's staff and do not have residential responsibilities.

S6 Arrangements for the supervision and safety of students outside the scheduled programme are exemplary. Excursions and off-site activities are carefully planned; activity leaders are thoroughly briefed. Group leaders are not included in supervision ratios. There are clear curfew rules for both residential and homestay students, which are well known to hosts. The arrangements for the limited free time which students have are clearly laid out and strictly enforced.

S7 There are well-thought out, safe arrangements for students' accommodation, based on thorough risk assessments. There are high staff-student ratios; group leaders are not included in the ratios. Effective supervision is additionally ensured by the provision for staff of a room in a separate block for nights when they are not on duty, to ensure they are fresh for their duty nights.

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	2015
Last full inspection	2015
Subsequent spot check (if applicable)	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	Independent, co-educational boarding school for 11 to 18 year-olds.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1967
Ownership	Partnership
Other accreditation/inspection	N/a
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	PK Building – located behind the High Street classroom buildings. Four classrooms, a hall, stage, kitchen and toilets. Used for some activities and exams. At the time of the inspection, used by the Japanese closed group course and for final external exam.
Details of any additional sites not in use at the time of the inspection and not visited	College House – a few minutes from main site, teaching block of lecture rooms and classrooms. At the time of the inspection, being refurbished as science labs.

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	45	33
Full-time ELT (15+ hours per week) aged under 16	91	114
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
Overall total ELT/ESOL students shown above	136	147
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	17	17

Junior programmes: predominant nationalities	Romanian, Spanish, Ukrainian	Belarussian, Romanian, Spanish, Ukrainian
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)
Total number of teachers on eligible ELT courses	14	14
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 hours a week	13	
Number of academic managers for eligible ELT courses	1	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	27	
Total number of support staff	38	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
Both the DoS and ADoS are TEFLQ. The DoS is not included in these figures as he was on holiday at the time of the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	9
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	4
Total	14
Comments	
Two of the four teachers without appropriate ELT qualifications are employed by the main school (BHC) and are used to teach specialist courses (i.e. the British Culture option and a tailor-made course of culture, activities, excursions and conversation for Japanese students).	

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	0	29
Private home	0	0
Home tuition	0	0
Residential	0	107
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	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	136
Overall total adults + under 18s	136	