

Organisation name	Bucksmore Education, Greenwich
Inspection date	31 July–4 August 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation. However, documentary evidence must be submitted within three months to demonstrate that weaknesses in W1, W9, W22, C1 and C4 have been addressed.

Summary statement

The British Council inspected and accredited Bucksmore Education, Greenwich in August 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This large private language teaching organisation offers residential vacation courses for under 18s.

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

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

Organisation profile: multicentre

1. COLLATED DATA FOR WHOLE ORGANISATION (INCLUDING ELIGIBLE CENTRES NOT INSPECTED)

Inspection history	Dates/details
First inspection	2009
Last full inspection	2013
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
Other related non-accredited activities (in brief) by this multicentre organisation	Subject-specific academic summer programmes in Oxford and Cambridge. Closed academic programmes for Chinese university groups in subjects ranging from Medicine to Urban Development.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1999
Ownership	Oxford International Education Group Company number: 03830204
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	259 Greenwich High Road, London, SE10 8NB
Addresses of centres offering ELT at the time of the inspection	King Edward's School, Petworth Road, Witley, Surrey GU 5SG Plumpton College, Ditchling Road, East Sussex BN7 3AE St Hilda's College, Cowley Place, Oxford OX4 1DY Corpus Christi College, Trumpington Street, Cambridge CB2 1RH
Addresses of any additional centres not open or offering ELT at the time of the inspection	King's College London, 22 Kingsway, London WC2B 6LE Magdalene College, Cambridge CB3 0AG (non ELT) Fitzwilliam College, Storey's Way, Cambridge CB3 0DG Clare College, Trinity Lane, Cambridge CB2 1TL
Profile of sites visited	Bucksmore Education head office is based on the second floor of the headquarters of Oxford International Education Group in Greenwich, London. King Edward's School, Witley is a co-educational day and boarding school for 11 to 18 year-olds. It is used in the summer for Bucky Kids courses (7 to 10 year-olds) and junior summer programmes (10 to 13 year-olds). Bucksmore hires 10 classrooms in teaching blocks, a staffroom, an office, a communal area for students, the dining hall, an exhibition hall and a dance studio for meetings and activities, a swimming pool, tennis courts, sports pitches, other external areas and four residences. Corpus Christi College, Cambridge is in the centre of the city and used for Young Leaders courses (14 to 17 year-olds) and Bucksmore Cambridge courses for older teenagers (14 to 17 year-olds). Bucksmore uses 12

	rooms as classrooms, many around the College of the university, four rooms as offices and teachers' rooms, social areas, the traditional dining room, an auditorium for registrations, presentations and graduation ceremonies, external areas and sports pitches, a 15-minute walk away from the main college buildings. Students are accommodated in single or twin bedrooms.
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Student profile at peak at all centres	Collated totals in peak week: Third week in July all centres
Of all international students, approximate percentage on ELT/ESOL courses	70
ELT/ESOL students (eligible courses)	
Full-time ELT (15+ hours per week) 18 years and over	0
Full-time ELT (15+ hours per week) aged 16–17 years	116
Full-time ELT (15+ hours per week) aged under 16	323
Part-time ELT aged 18 years and over	0
Part-time ELT aged 16–17 years	0
Part-time ELT aged under 16 years	0
Overall total of ELT/ESOL students shown above	439
Predominant nationalities	Italian, Russian, French, Chinese, German

Staff profile at peak at all centres and HO	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	57
Total number activity managers and staff	12
Total number of management (non-academic) and administrative staff	16
Total number of support staff (e.g. houseparents, matrons, catering)	0

Academic manager qualifications profile at peak at all centres and HO

Profile at peak: collated totals at HO and all centres	
Professional qualifications	Total number of academic managers
Diploma-level ELT/TESOL qualification (TEFLQ)	7
Academic managers without TEFLQ qualification or without 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category at centres inspected; inspectors may ask for rationales for academic managers at other centres)	0
Total	7
Comments	

None.

Teacher qualifications profile at peak at all centres

Profile at peak: collated totals at all centres	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	2
Certificate-level ELT/TESOL qualification (TEFLI)	43
Holding specialist qualifications only (specify)	0

YL initiated	0
Qualified teacher status only (QTS)	3
Teachers without appropriate ELT/TESOL qualifications (NB Rationales need to be prepared for teachers in this category at centres inspected; inspectors may ask for rationales for teachers at other centres)	2
Total	50

Comments

None.

Course profile (across all centres covered by this accreditation)

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

Comments

Courses vary according to age range and lesson types for children aged between 7 and 17.

Bucky Kids courses offer 18 hours of English lessons per week for 7 to 10 year-olds.

Bucksmore Summer Junior programmes offer 20 hours of English to 10 to 13 year-olds.

Bucksmore Summer courses offer 22.5 hours of English and academic skills to 13 to 16 year-olds.

Bucksmore Oxford and Cambridge courses offer 25 hours of tuition to 14 to 17 year-olds.

Courses include language study, language for life, project sessions, excursion link lessons and academic skills sessions.

Bucksmore Young leaders courses in Corpus Christi College, Cambridge offer 28 hours of tuition including theory and skills lessons, lectures, group work, weekly projects and presentations.

2. DATA ON CENTRES VISITED

1. Name of centre	Corpus Christi College, Cambridge
2. Name of centre	King Edward's School, Witley
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students, approximate percentage on ELT/ESOL courses	100	100				100	100			

ELT/ESOL students (eligible courses)	At inspection					In peak week				
	Full-time ELT (15+ hours per week) 18 years and over	0	0				0	0		
Full-time ELT (15+ hours per week) aged 16–17 years	56	0				56	0			
Full-time ELT (15+ hours per week) aged under 16	65	114				65	114			
Part-time ELT aged 18 years and over	0	0				0	0			
Part-time ELT aged 16–17 years	0	0				0	0			
Part-time ELT aged under 16 years	0	0				0	0			
Overall total of ELT/ESOL students shown above	121	114				121	114			
Junior programmes: advertised minimum age(s)	14	10				14	10			
Junior programmes: actual minimum age(s)	14	10				14	10			
Junior programmes: advertised maximum age(s)	17	13				17	13			
Junior programmes: actual maximum age(s)	17	13				17	13			
Adult programmes: advertised minimum age	N/a	N/a				N/a	N/a			
Adult programmes: actual minimum age	N/a	N/a				N/a	N/a			
Typical length of stay (weeks)	2	2				2	2			
Predominant nationalities	Chinese, German, Russian, Italian, French					Chinese, German, Russian, Italian, French				

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	18	13				18	13			
Total number of activity managers and staff	5	1				5	1			
Total number of management (non-academic) and administrative staff	2	2				2	2			
Total number of support staff (e.g. houseparents, matrons, catering)	0	0				0	0			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
	1	2	3	4	5
Centres					
TEFLQ qualification and 3 years relevant experience	1	1			
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category at centres visited)	0	0			
Total	1	1			

Comments

None.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
	1	2	3	4	5
Centres	1	0			
TEFLQ qualification	1	0			
TEFLI qualification	13	10			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	2	2			
Teachers without appropriate ELT/TESOL qualifications. (NB Rationales need to be prepared for teachers in this category)	1	0			
Total	17	12			

Comments

None.

Accommodation profile

Numbers at time of inspection: at centres visited										
	Adults					Under 18s				
Types of accommodation										
Arranged by provider/agency										
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	0	0				0	0			
Private home	0	0				0	0			
Home tuition	0	0				0	0			
Residential	0	0				121	114			
Hotel/guesthouse	0	0				0	0			
Independent self-catering e.g. flats, bedsits, student houses	0	0				0	0			
Arranged by student/family/guardian										
Staying with own family	0	0				0	0			
Staying in privately rented rooms/flats	0	0				0	0			
Overall totals adults/under 18s	0	0				121	114			

Centres	1	2	3	4	5
Overall total adults + under 18s	121	114			

Introduction

Bucksmore Education was founded in 1999 and was first accredited in 2009. It forms part of the Oxford International Education Group. Bucksmore offers courses for young learners in a number of boarding schools and university colleges in England. In total the organisation runs 17 different programmes in nine centres.

Since the last inspection in 2014, Bucksmore has lowered its maximum class size to eleven on open enrolment courses, all of which are residential. One special feature of all programmes is that teaching staff are referred to as 'counsellors'; they live on site with students and have teaching, pastoral, activities and transfer responsibilities.

The inspection lasted four days. The first day was spent in head office in Greenwich, where the two inspectors examined documentation and interviewed the managing director, the operations manager, the programme manager, the academic manager and the registrar. The inspectors spent one day in King Edward's School, Witley, where courses were running for 10 to 13 year-olds and for closed classes of Chinese groups. The last two days of the inspection were spent in Corpus Christi College, Cambridge, where two separate programmes were running for 14 to 17 year-olds. During visits to both centres, interviews were held with centre managers, directors of studies (DoSs), activity managers, and registrars. Focus group meetings were held with teachers, students and group leaders. One of the inspectors visited the residential accommodation on both sites. All of the teachers teaching on the days of visits to centres were observed. Some teachers were not observed as they were on rest days, on cover or working on excursions.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

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

Comments

M2 The management structure is clear at head office and in the centres. At head office the managing director is assisted by year-round staff that include the operations manager, the academic manager, the programme manager, the marketing communications officer, the director of Chinese business, and the registrar. This team review, plan and set up summer programmes with the help of seasonal centre staff. In the centres, the centre manager leads a management team comprising a DoS and an activity manager, with the assistance of a registrar. The inspectors saw examples where personnel had effectively substituted for colleagues who had unexpectedly had to leave their posts.

M3 Duties are clearly identified in job descriptions. While these do refer to the safeguarding duties of relevant staff, they are not sufficiently detailed in this area.

M4 Communication channels work very well informally and formally at head office. All staff sit next to each other and have regular formal meetings. In centres all staff participate in evening meetings, accompanied by written minutes at Corpus Christi College. Staff also use notices on boards and a mobile phone messaging service to facilitate communication. Staff at both centres praised the effective communication with and support of head office staff.

M7 Induction procedures are thorough. Centre managers receive a one-day induction at head office, before going to their centres, where they in turn induct their staff with head office support. Inductions are supported by detailed staff handbooks. There are appropriate contingency plans in places to induct late arriving staff.

M8 All staff receive formal appraisals. Summer staff normally receive two reviews during their period of employment and performance bonuses are based on local management evaluations linked to clear criteria. The appraisals of managers in centres are conducted by head office staff.

M9 Head office staff attend training sessions throughout the year and counsellors have weekly professional development workshops with their centre DoS.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 There are sufficient staff to manage the volume of work at all times. Staff and students praised the helpfulness of head office administration. Students were very positive about the friendliness of centre staff.

M11 Most students come through educational agents. There is a special partners' section of the website and all of the most important documents are very accessible and easily downloadable. The brochure includes mechanisms for accessing programme videos through scanning barcodes. All enquiries are responded to in detail and very promptly.

M12 Enrolment, cancellation and refund procedures are very clearly explained on the booking form. Bucksmore is sensitive to cancellations for exceptional reasons such as family bereavement.

M14 Student attendance policy is clearly explained to staff and students. Registers are taken at the beginning of all lessons and activities. For lessons, the counsellor notes down any student absences on the absence record, authorised or not, which is placed on the front of classroom doors. Staff check all absence records ten minutes after lessons start. Any action taken is recorded.

Quality assurance

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

Comments

M17 Bucksmore reviews its systems and processes during courses and at the end of each summer. All staff provide post-summer feedback. Head office take part in two formal meetings, one in which they evaluate the summer programmes, and a second in which the senior management team agree any changes for the next year and draw up action plans.

M18 Students complete first-week and end-of-course feedback forms. Both surveys provide very detailed responses about all aspects of the students' course. Any issues are dealt with immediately whenever possible. The information from questionnaires is collated and sent to head office. Action taken is clearly recorded on a spreadsheet.

M19 Staff give feedback in staff meetings, in appraisals and in exit questionnaires. All managers provide detailed feedback about their work. These comments feed into post-summer meetings where past courses are evaluated and future ones are planned (see M17). Staff commented that their managers listened to their suggestions. Managers in centres stated their comments had been acted upon in previous years and during this summer.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity consists of a website, the main marketing medium, a brochure, mostly used by agents, and social media sites. There is separate part of the website for the exclusive use of agents.

M21 Publicity is written in accurate and very accessible English with clearly laid out text to aid comprehension.

M22 Information about Bucksmore and its services is largely accurate and gives rise to realistic expectations. The statement 'Native English speakers in 4 out of 9 locations' is potentially misleading, as there are native-English speakers at all locations. Also the fact that there are native-English students at four locations does not mean that all students attending courses at those centres will interact with them.

M23 There are excellent descriptions of courses in the brochure and on the website, including levels and objectives, complemented by typical weekly programmes and videos. This clear and detailed information is consistently presented across courses and enables courses to be easily compared.

M24 The information about courses is clearly laid out and helped by typical timetables in the brochure and on the website and typical days on the website.

M25 Bucksmore offers an inclusive package so all costs are clear.

M27 There are detailed descriptions of the different components of the leisure programme on the website and sample weekly timetables describe accurately the provision in different centres. Descriptions and timetables are supported by photos and videos.

Management summary

The provision meets the section standard and exceeds it in some respects. The organisation is well managed and has excellent administration and quality assurance systems. The publicity is clearly written and accurately describes the provision. *Staff management, Student administration, Quality assurance and Publicity* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

R1 Both centres are on campuses with attractive external areas and suitably sized rooms. King Edward's school is set in extensive grounds. Staffrooms, common rooms and classrooms comfortably accommodate the number of students and staff who use them. Some of the Corpus Christi College rooms are not big, but they adequately accommodate the number of students who use them (maximum class size of 11).

R2 The King Edward's premises are in a good state of repair and decoration. Some of the rooms in Corpus Christi College in the Old Court buildings are in need of redecoration and refurbishment.

R3 The King Edward's classrooms are large and well lit and ventilated. Some of the Corpus Christi College classrooms are small and some are rather dark. Classrooms on both sites are free from extraneous noise. In Corpus Christi College, teachers use inadequately sized flipchart boards as whiteboards.

R4 Students have good relaxation areas on both sites. At King Edward's students use the large sixth form centre as a chill out zone and there are lounges in boarding houses. At Corpus Christi College students use the common room and a large bar area (without alcohol) and can sit on the lawn outside. Both sites have large dining halls, which offer a good range of food with healthy and vegetarian options.

R5 Signage was good on both sites within the constraints imposed by the host institution in the case of Corpus Christi College. There were photo-galleries of staff and attractive leisure programme displays on both sites.

Learning resources

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

Comments

R7 Most learning materials consist of detailed workbooks devised by Bucksmore staff. These include separate workbooks at six levels on general English, British culture and academic skills. For general English lessons, every student receives a booklet with all of the worksheets for their course in the first lesson.

R8 There are teachers' books for some workbooks and teachers receive additional documentation including detailed lesson plans, extra photocopiable materials and transcripts. Teachers can access all learning materials online. A number of additional published materials are available in each teachers' room. All teachers have access to in-house produced books entitled 'Ideas pack for EFL teachers' and 'Survival guide for teaching young learners'.

R9 Teachers use whiteboards and projectors at Witley. In Corpus Christi College audio materials are used through speakers connected to mobile phones.

R12 There are clear procedures in place for the continuing review and development of teaching and learning resources and evidence of its implementation. DoSs and other staff give feedback on resources and syllabuses and lesson plans are revised in the light of these comments. In addition, on the young leaders' course, the content of courses is revised whenever a returner wants to take the same course again. Every attempt is made to ensure that courses include up-to-date and student-appropriate content and materials.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The learning resources, premises and facilities support and enhance the studies of students and provide appropriate professional environments for staff.

Learning resources is an area of strength.

Teaching and learning

Academic staff profile

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

Comments

T1 Three of the teachers do not have Level 6 qualifications. The rationales submitted were accepted in the context of this inspection. The teachers all have teaching experience of working with young learners, other relevant work experience and have attended regular training sessions.

T2 One of the teachers does not have an ELT qualification that meets Scheme requirements.

T3 The rationale submitted for the teacher in T2 was accepted within the context of this inspection. The teacher had proven and successful TEFL experience, experience of working on similar courses and of studying for an MPhil at Cambridge University, where the courses took place. There was good support from the academic manager.

T4 The head office academic manager is appropriately qualified and has experience of working in Bucksmore centres. All of the three DoSs working in the centres visited are TEFLQ and have relevant teaching experience.

Academic management

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

Comments

T8 Cover arrangements are excellent at all centres. There are two counsellors that do not have their own classes and so are available to cover other colleagues in their centres. The DoS and other administrative staff are also able to teach if required.

T9 Continuous enrolment is managed well. New students attend an induction lesson and an introduction to academic skills lessons, while continuing students work on mini-projects. Project topics are changed on a weekly basis.

T10 Teachers stated that they were very well supported at both centres. DoSs work in the teachers' room and give informal support and advice throughout the working day. DoSs had carried out regular in-service training sessions in both centres.

T11 Observation systems are rigorous and effectively implemented. Teachers are observed informally and then formally. Teachers assess their own performance before discussing their lesson with DoSs. Observation records include areas for improvement. Some DoS observation comments were insufficiently focused on how teachers might make recommended changes.

Course design and implementation

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

Comments

T12 The school's syllabuses are clear, based on stated principles and linked to the Common European Framework of Reference (CEFR). Courses aim to build on students' existing knowledge and provide them with opportunities to use English inside and outside the classroom. Learning strategies are built into course design and learning materials. All courses include a combination of different types of lessons that include: main English lessons, academic skills, excursion preview lessons, assessment and mini-projects, conversation classes and project work. Teachers receive clear explanations about the syllabus and how to implement it in the counsellor handbook and other documentation.

T13 Courses are reviewed annually. Changes are made to courses in consultation with academic managers and teachers. The courses running in 2017 had been revised on the basis of a detailed analysis of the written feedback from staff and students in 2016.

T15 Learning strategies are part of all courses. New students receive an academic skills introduction lesson on Wednesdays. The student workbooks include a section at the beginning on how to improve your language skills. There are sections for recording new vocabulary, new learning, assessing your own progress and deciding how to continue to improve your English after the course. Project work helps learners to plan and co-operate with other learners. Learning passports for very young learners encourage them to record their progress.

T16 Students normally prepare for excursions in excursion preview lessons. The counsellor role ensures that students continue to learn from their teachers outside their formal language lessons.

Learner management

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

Comments

T17 Students complete a multiple-choice test, writing tasks and structured oral interviews. Younger age students do a simplified, age appropriate written test.

T18 Student performance is monitored daily as teachers mark students as pass, fail or merit worthy in registers. Students are invited to self-assess at the beginning and end of courses. Teachers fill in extended learner profiles for all students. All students who study for two weeks or more take the Bucksmore assessment test that evaluates student performance in the four main skills.

T21 All students receive detailed academic reports, a certificate of attendance and a Bucksmore assessment certificate.

Classroom observation record

Number of teachers seen	18
Number of observations	18
Parts of programme(s) observed	At King Edward's: general English and Bucky Kids programme for Chinese closed groups. At Corpus Christi College: young leaders' classes and young learners' classes. Teachers were also informally observed helping students working on projects inside and outside classrooms.

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers provided mostly clear models of spoken and written English. Very little attention, however, was generally given to pronunciation and intonation to help students learn new vocabulary.

T24 Lessons were generally appropriate for the age groups. Some lesson plans were basic and were not effectively adapted to meet the needs of specific groups of learners.

T25 Many lessons were well sequenced. Aims were not always shared with students and were often not expressed as learning outcomes.

T26 Teachers were good at setting up discussion activities and effective examples of monitoring, eliciting and concept checking were observed. However, in several lessons teachers gave unclear instructions and did not check

if students had understood what they were expected to do.

T27 Some teachers at King Edward's made good use of projectors and whiteboards. At Corpus Christi College teachers were hampered by having to use flip chart boards as small whiteboards.

T28 Teachers gave positive responses to student output, but very little oral correction was observed in lessons, even when included in lessons plans.

T29 Weekly timetables include weekly review lessons, although none of these was observed. Very few assessment activities were seen in lessons.

T30 Teachers checked that students had correctly completed writing tasks. Most lessons had a very good, positive learning atmosphere and student were clearly engaged. However, in a few lessons at King Edward's some students did not participate in discussions.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to barely satisfactory. Most of the teaching was satisfactory. Lessons had been well planned although aims were not always expressed as learning outcomes. Many teachers were good at setting up student discussions, but very little correction was observed. Most classes had a positive learning atmosphere.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers are appropriately qualified and are well supported by academic managers. Courses are well managed for the benefit of students. The teaching observed met the requirements of the Scheme. *Academic management, Course design and Learner management* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 Although safety and security are taken very seriously by the organisation, a number of risks were noted at Corpus Christi College which had not been identified in Bucksmore's own risk assessments (see W9, C1 and C4). In Witley, problems with a fire door, although known to staff, had not been addressed or included in fire risk assessments. In general, too much reliance had been placed on the host organisation's risk assessments and there was insufficient detail relating specifically to Bucksmore and its students. Other aspects of security were satisfactory on both sites, including records of fire drills and an emergency incident procedure for all sites.

W2 Arrangements for pastoral care are excellent. The structure, policies and procedures provided by head office are clearly evidenced in each centre, and all staff in centres showed a strong awareness of pastoral care needs and how to deal with them, including procedures for referral.

W4 As well as the appropriate policies, there are posters on display in centres outlining bullying and anti-social behaviour issues in accessible language with visuals. The organisation is fulfilling its responsibilities in relation to the Prevent strategy and all staff receive appropriate training in this area.

W6 Transfers are arranged by centres, and checked at head office. The system is highly organised and responsive. All staff are deployed on transfer days so that waiting times at airports are minimised and there is flexibility. The majority of students use this complimentary service, and for others a private transfer can be arranged, using a provider vetted by the organisation.

W7 Students receive a wealth of information appropriate to their stay, through pre-arrival information, induction and student handbooks, as well as daily notices in centres with timetables, programmes and reminders. Both centres also had very attractive noticeboards with relevant, up-to-date and interesting information.

Accommodation profile

Comments on the accommodation seen by the inspectors

At King Edward's School, Witley, three accommodation blocks were seen. All three were similar to each other, and to other blocks on the campus, in both layout and quality. Each block has a common area on the ground floor and study bedrooms throughout. Some rooms are shared and some single. All bathroom facilities are shared.

At Corpus Christi College, Cambridge, four accommodation areas were seen, all reached through staircases and in different parts of the college campus. In Old Court all single rooms were in use, mainly allocated to Bucksmore staff, with shower and bathroom facilities in a ground floor area outside. One male student was in this accommodation at the time of the inspection. In New Court there was a mix of single and shared rooms with shared bathrooms and a separate bathroom for Bucksmore staff. Stable/Library Court housed Bucksmore staff and students on two floors in a mix of shared and single rooms, with bathroom facilities on each floor shared by all. In Beldam a mix of single and shared ensuite rooms was in use.

Accommodation: all types

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

Comments

W9 Accommodation at both sites visited generally provided a comfortable environment for students. At Witley, genders are strictly separated, with the exception of one floor in one block where it was considered better to keep a closed group together, with their group leader and staff member. However, at Corpus Christi College, although girls and boys are strictly separated by Bucksmore, some accommodation areas were also being used by college staff of both sexes, and the ground floor bathroom facilities in Old Court were unisex and could also potentially be accessed by the general public. See W1, C1 and C4.

W10 All accommodation is inspected at the start of the summer by head office, and on arrival by centre managers. A form is completed for each inspection and kept on file.

W12 Detailed rooming lists are kept by each centre.

W14 Students are asked about their accommodation in the first few days of their stay. They also have many opportunities to speak to someone about any problems, including welcome lessons and daily notices. They also speak to counsellors in class and those allocated to their accommodation on a daily basis. Any problems are promptly addressed and action recorded as appropriate.

W15 At both centres visited, food at lunchtime was of good quality and choices were available, including healthier options, salad bars and fruit. Special diets were catered for. Corpus Christi College staff were not very responsive to on the spot requests or problems, for example, when they had run out of particular items. Breakfast was not sampled by inspectors, but students in both focus group meetings expressed some dissatisfaction with the options available.

Accommodation: homestay

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

Comments

None.

Accommodation: residential

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

Comments

W22 Residential accommodation is cleaned according to the contract with the host, and always at least once a week. There is generally good liaison between Bucksmore staff and the host institution, allowing problems to be picked up and dealt with promptly, and evidence of this was seen at both sites. However, the bathroom facilities for Old Court at Corpus Christi College were extremely dirty on both days of the inspection, and cleaning did not begin until 11.00 in the morning.

Accommodation: other

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

Comments

None.

Leisure opportunities

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

Comments

W26 Students receive information on their leisure programme and any other opportunities available to them in a timely manner. A good range of events, activities and excursions is organised at each centre and checked at head office. Both centres had striking and attractive noticeboards featuring leisure programmes and opportunities.

W27 A wide variety of activities is available, appropriate to a range of interests, and there is a good budget for every activity manager. Excursions at both centres were well prepared with maps and handouts for students. Recruitment procedures attempt to match counsellors with local area knowledge to relevant centres, and teacher/counsellors are involved with all activities.

W28 Risk assessments are produced for each activity and excursion; staff are well briefed and have the appropriate information.

W29 All leisure activities are appropriately staffed, and risk assessments of off-site facilities are obtained and checked.

Welfare and student services summary

The provision just meets the section standard. Care of students is taken seriously but risk assessments are insufficiently detailed and rely too heavily on the host organisation's risk assessment, especially at Corpus Christi. Accommodation provided is generally appropriate, although privacy is not always ensured and cleaning is not of a uniform standard. Accommodation arrangements at Corpus Christi were particularly problematic in this respect. Leisure programmes and opportunities are varied, interesting and well organised and managed. *Leisure opportunities* is an area of strength.

Care of under 18s

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

Comments

All students are under 18 on all courses.

C1 A detailed safeguarding policy is in place. However, the levels of safeguarding training outlined in the policy were not reflected at the sites visited. Risk assessments at Corpus Christi had not identified risks specific to the site and students. See W1, W9 and C4.

C2 All staff are made aware of the policy through induction and staff handbooks, and all receive safeguarding training to a minimum of basic awareness level. The lead safeguarding contact at head office is trained to specialist level and a number of centre staff have advanced level training.

C3 Publicity contains detailed information about levels of care and supervision provided. The website has a separate student welfare link for each course, leading to a comprehensive description of welfare arrangements.

C4 Safer recruitment procedures are carefully followed and references and suitability checks obtained for all staff and group leaders. However, at Corpus Christi College, a large renovation project was underway and no agreements were in place with the college to ensure that relevant suitability checks had been carried out for contractors on site.

C6 There are good staff to student ratios for all activities and group leaders are not counted in this arrangement.

Staff are well briefed and experienced and age-appropriate programmes are produced for different age groups.

Care of under 18s summary

The provision meets the section standard. Safeguarding awareness is high within the organisation itself, and all staff receive appropriate training and guidance. However, the safeguarding policy is unclear in places and is not consistently linked to supporting documents. The organisation does not effectively ensure that host institutions have fully assessed risks for this age group. Accommodation and supervision arrangements are appropriate and publicity provides very good information about welfare and the level of care.