Inspection report

Organisation name	Buckswood Overseas Summer School (BOSS), Guestling
Inspection date	30–31 July 2026

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 safe, 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 BOSS, Guestling in July 2026. 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 language teaching organisation offers vacation courses for under 18s.

Strengths were noted in the areas of strategic and quality management, student administration, publicity, premises and facilities, academic management, course design, learner management, teaching, care of students, accommodation, leisure opportunities, and safeguarding under 18s.

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

Introduction

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

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

Address of main site/head office

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

Description of sites visited/observed

Buckswood School is situated in a rural location approximately five miles from Hastings. Reception is located in the original schoolhouse, with numerous classroom and residential buildings spread across the extensive campus. BOSS has access to the facilities and teaching spaces required, with lessons taking place in two classroom blocks during the inspection. Additional facilities include an office, a dedicated teachers' room with adjoining meeting and relaxation areas, a dining hall where all meals are served, a courtyard with a covered seating area used during breaks, a student common room and a large hall used for assemblies, sports and games. The extensive grounds provide a wide range of sports and recreational facilities.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☐	☐	☐	☐
General ELT for adults (18+) and young people (16+)	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☒	☒
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐
Applied English/Content and language integrated learning (CLIL)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comments

BOSS offers a summer vacation course and a shorter Easter vacation course.

Management profile

The director, who is employed year-round, and is TEFLQ, has overall responsibility for all aspects of the summer school. The DoS, SSR and HAE report directly to the director. The DoS is supported by a senior teacher, and teachers report to the DoS. House tutors and activity leaders report to the HAE.

Accommodation profile

All accommodation is residential, on site. There are six boarding houses available for students, as well as an additional house for those staff members who are not accommodated with students. Some staff also occupy a dedicated staff corridor in one of the houses. At the time of the inspection, five boarding houses were in use. Rooming is organised by gender and age. Houses include a combination of small dormitories, twin rooms and single rooms. Most rooms have wash basins and toilets with shared shower facilities; there is also a number of ensuite rooms. There are common areas in all houses, as well as kitchens and washing machines for use under supervision. Two house tutors are assigned to each house.

Summary of inspection findings

Management

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

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with an extremely comfortable and professional environment for work and relaxation. A good range of learning resources is available, appropriate to the age and needs of the students. Effective guidance on the use of these resources is provided for staff and students. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the context. Teachers receive very effective guidance to ensure that they support students effectively in their learning. Courses are well structured and managed to provide the maximum possible

benefit to students. The teaching observed met the requirements of the Scheme.
Academic management, Course design, Learner management and *Teaching* are areas of strength.

Welfare and student services
The provision meets the section standard and exceeds it in some respects. The provision clearly meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from very well-managed student services, including out-of-class activities and suitable accommodation.
Care of students, *Accommodation* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s
The provision meets the section standard and exceeds it in some respects. There is very good 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
Sampling of documentation revealed an issue in relation to *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	Met
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

M3 The management structure is clearly defined and well understood by staff. Continuity is provided through the retention of key management personnel and a high proportion of returning seasonal staff. Staffing levels are generous, with effective arrangements for cover and deputising, ensuring that responsibilities are maintained at all times.
M4 Communication within the organisation is highly effective. A wide range of formal and informal communication channels, including regular meetings, ensures that staff are kept well informed. Staff reported that communication is open and that they feel listened to and well supported.
M6 Staff have a wide range of opportunities to provide feedback through formal questionnaires, meetings and the appraisal process, as well as through regular informal discussions with managers. There is clear evidence that feedback is considered and acted upon, and staff reported that they feel their views are valued.
M7 A comprehensive review of the summer school takes place at the end of each season. Managers evaluate all aspects of the provision, drawing on feedback from staff, students, group leaders, agents and other stakeholders. The outcomes of this review are used effectively to inform planning and continuous improvement for the following year.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met

M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M10 The recruitment and selection procedures are generally effectively carried out and accurate records kept. However, a required Right to Work document was missing in one case.
M11 Induction procedures are highly effective. Both new and returning staff complete a comprehensive three-day paid induction programme, delivered partly online and concluding with a face-to-face induction on site. Teachers and activity leaders are supported through an effective buddy system, and staff reported that they felt very well prepared for their roles.
M12 Staff monitoring and appraisal procedures are highly effective. Appraisals are supportive and recognise achievements made during the relatively short period of employment, while also identifying areas for development. Where concerns arise, managers provide appropriate guidance and support, with the emphasis on helping staff to improve.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good 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 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 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
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Strength

Comments

M14 A very good standard of customer care is provided. The SSR administers the courses efficiently and provides an approachable, responsive and helpful service. Staff have easy access to the information they need about students, enabling them to respond promptly and effectively to enquiries and welfare needs.
M15 Comprehensive pre-arrival information is provided for parents, students and group leaders. The summer school director conducts at least two online pre-course information meetings, giving families the opportunity to ask questions. Individual email enquiries are answered promptly, and communication with parents and representatives continues throughout the course as required.
M18 Attendance and punctuality procedures are clear, well established and consistently applied. Effective systems are in place to monitor attendance and follow up any absence or lateness promptly, ensuring that students are accounted for at all times.
M19 The circumstances in which a student may be asked to leave the course are clearly explained. The student code of conduct is communicated to both students and parents before arrival and is consistently applied. A clear staged procedure is followed, including warnings and opportunities for students to improve their behaviour before any decision to dismiss a student is made, where appropriate.
M20 Procedures for raising complaints are clear and well understood. Students, parents and group leaders know whom to approach with concerns. Complaints are investigated promptly, treated seriously and followed up appropriately. Outcomes are communicated clearly to those involved and are accurately recorded.

Publicity	Area of strength
M21 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
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met

M25 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.	Strength
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met
Comments	
Publicity comprises a website, downloadable brochure and various social media sites. The main medium is the website. M21 All publicity is accurate and presents a realistic representation of the courses and student experience. Course descriptions are clear and comprehensive, and the photographs and videos used in publicity accurately reflect the facilities, activities and learning environment available to students. M23 Information is easy to locate and navigate. Clear links and pathways enable users to access information quickly, and the website presents information in a logical format with an appropriate level of detail for prospective students, parents and their representatives. M25 The organisation provides a completely accurate description of the level of care offered to students. This is clearly explained in publicity and is fully consistent with the safeguarding and welfare policies.	

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 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
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength
Comments	
P3 Classrooms are located in two dedicated teaching blocks in quiet areas of the school site. They are spacious, well-lit with natural light and furnished flexibly to support a range of teaching and learning activities. P4 Students have access to a wide range of indoor and outdoor recreational facilities, including extensive grounds, a common room, a large sports and assembly hall, a courtyard used during breaks, and common rooms in all houses. Meals are served in a spacious dining hall with ample seating. An additional outdoor courtyard with a servery is used for special events. P6 Teachers have dedicated preparation space close to teaching facilities and resources. Additional staff areas, including common rooms within the staff accommodation, provide suitable space for planning and relaxation.	
Learning resources	Met
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
P8 Teachers have access to a wide range of well-organised hard copy and online teaching resources. Computers, printers and photocopiers are readily available, enabling lessons to be prepared and delivered efficiently.	

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.	

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met
Comments	
T4 Teachers are appropriately matched to classes according to their experience, qualifications and expertise. Timetabling is managed very effectively to accommodate the wide range of student ages, language levels, examination preparation classes and the suitability of teaching rooms. T6 The continuous enrolment system is managed very effectively. While newly arrived students are completing induction activities, continuing students take part in a planned programme of activities so that all students begin lessons in newly formed classes together. Appropriate academic support is provided for new students outside the classroom to help them settle quickly. T7 New teachers receive a comprehensive induction programme. Information is provided before arrival, followed by online training and a full on-site induction day covering course aims, procedures, teaching resources and expectations. Teachers are given time to prepare lessons and are paired with an experienced colleague to share classes during the initial stages of the course. T8 Teachers are very well supported by the DoS and ST, both of whom have extensive experience of delivering the course and of young learner teaching and classroom management. An effective buddy system, supported by a high proportion of returning experienced staff, ensures that teachers receive timely guidance, practical advice and ongoing professional support throughout the course.	

Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met
Comments	
T11 The course is based on an externally validated spoken examination syllabus, providing a clear framework for	

learning and assessment. Teachers are supported by comprehensive guidance and materials produced by the examination board, supplemented by the school's own syllabus and course documentation to ensure consistent delivery across classes.
T12 Students have frequent opportunities to extend their language learning beyond the classroom. The afternoon Young Leaders programme, delivered by teaching staff, provides structured opportunities to develop spoken English and leadership skills. The activities and excursion programme offers ample opportunities for students to use and develop their English in authentic situations beyond the classroom.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength
Comments	
T16 Student progress is monitored continuously throughout the course through informal assessment, regular teacher observation and weekly reviews against individual SMART objectives and can-do statements. Students take an externally validated spoken examination when they are considered ready, and examination outcomes demonstrate a consistently high level of success. T18 Clear guidance and effective placement procedures ensure that students are entered for the externally validated spoken examination at the appropriate level. Ongoing monitoring of progress allows teachers to confirm that students are working towards realistic examination goals.	

Classroom observation record

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	Trinity exam preparation and general English classes
Comments	
None.	

Teaching: classroom observation	Area of strength
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Strength
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Strength
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength
Comments	
T19 Most teachers observed provided accurate models of spoken and written English. Explanations were clear, appropriately graded and well matched to students' language levels. T20 Almost all teachers demonstrated a thorough knowledge of their students through detailed class and individual profiles. Differentiation was planned and evident in lessons, and topics and materials were well chosen to meet needs and interests, and to maintain high levels of engagement. T21 Generally teachers identified clear learning outcomes which were shared with students. Lessons were logically	

staged and appropriately sequenced to support learning.
T22 Almost all teachers used a wide range of effective teaching techniques, including skilled elicitation, clear instructions with checking of understanding, effective prompting and inclusive nomination.
T23 Most teachers managed the learning environment and resources effectively. Technology, visual aids and worksheets were used appropriately to support learning.
T24 Most teachers provided appropriate feedback using a range of correction techniques. Praise was used effectively to encourage participation and reinforce learning.
T25 The vast majority of lessons included effective opportunities for teachers and students to evaluate learning. Careful monitoring and planned review activities enabled learning to be checked and consolidated.
T26 Almost all teachers created a highly positive learning environment with high levels of learner engagement. Excellent rapport, inclusive classroom management and skilful nomination ensured that all students participated confidently throughout the lesson.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W2 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
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Met
Comments	
W2 Students benefit from excellent levels of pastoral care. All staff are encouraged to be aware of students' potential needs and who to refer issues to, and there are house meetings every evening where students can talk to their house tutors. Group leader information and induction also include a pastoral care focus. W3 Policies are well expressed and relevant to the summer school context. Tolerance and respect are part of the school's ethos, and inclusivity is fostered at all times. W5 Detailed, up-to-date and attractively presented information, including transfer details, is tailored for parents and students. This is made available in multiple formats and key messages are reinforced through induction and handbooks.	

Accommodation (W7–W18 as applicable)	Area of strength
All accommodation	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Strength
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength
Comments	
W8 All houses are appropriately maintained and very clean throughout; all areas are cleaned daily. There is a regular laundry service, and students can also use house washing machines under supervision. W9 As well as a programme of regular and routine checks, a daily room check is carried out, normally by the director, to encourage students to keep their areas tidy. W11 There are house meetings every night, and house tutors use a specific form to record students' feedback on aspects of their experience, including their accommodation. This ensures that any maintenance problems can be	

reported immediately.
W13 Meals are taken in the school canteen, and food is of a good standard, appetising, and appropriately varied with healthy options. There is provision for allergies or other specific dietary requirements.

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
N/a	

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
N/a	

Leisure opportunities	Area of strength
W19 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
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength
Comments	
W19 There is a full schedule of activities, events and excursions; students are kept fully informed and up to date through digital information and social media as well as central and house noticeboards. Daily house meetings and assemblies reinforce this information and provide reminders and tasters. The daily routine for each house also includes regular activities such as wake up and performance sessions and competitions. W20 There is a very good variety of activities, based on previous programmes and feedback from staff, students and group leaders to ensure the widest possible appeal. W21 The programme is very well organised in every respect. Both house tutors and teachers are involved in supporting activities and excursions, which are well-prepared with clear briefing for staff. W22 Risk assessments are produced for all activities, and include a brief summary of emergency procedures. They are signed off by staff, and a review log is kept. A trained first aider accompanies each excursion. W23 All staff involved with activities receive comprehensive induction, monitoring and support, and detailed briefings for individual activities and excursions. Specific activities such as horse riding, tennis and football are led 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.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's	Met

safeguarding policy.	
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 are aged between eight and 17.

S2 In addition to the two named designated safeguarding leads (DSL), a further three senior staff members are trained to specialist level.
S5 There is a high ratio of staff to students; any group leaders are additional to centre staff. House tutors are well trained for their roles and bring good levels of experience.
S6 Rules are made clear to students in their guides and reinforced at induction; regular checks of awareness of rules are included in house meetings and assemblies.
S7 Accommodation arrangements are excellent, with high staff-student ratios and very good, regular communication. The houses are welcoming and students clearly feel very much at home in their accommodation.

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 Sampling identified the following issue: employment law; the school should seek further advice from the relevant regulatory/statutory body or obtain independent legal advice.

Organisation profile

Inspection history	Dates/details
First inspection	2012
Last full inspection	2022
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Buckswood School
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	Founded in 2011, registered with Companies House 2017
Ownership	Name of company: Buckswood Overseas Summer Schools Limited Company number: 11069424
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/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	25	15
Full-time ELT (15+ hours per week) aged under 16	57	145
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	**82**	**160**
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
Junior programmes: advertised minimum age	8	8
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	2–3 weeks	2–3 weeks
Junior programmes: predominant nationalities	German, Spanish	Spanish

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	8	10
Number teaching ELT 20 hours and over a week	8	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	17	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	1
Total	3
Comments	
Academic management are cover teachers only.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	0
TEFLI qualification	6
ATEFL portfolio in progress*	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)*	0
Holding specialist qualifications only (for ESP/CLIL)*	0

Alternative professional profile*	2
Total	8
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	0	82
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	82
Overall total adults + under 18s	**82**	