

Organisation name	Discovery Summer, Head Office London
Inspection date	24–27 July 2018

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

Recommendation
We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Discovery Summer in July 2018. 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 large private language teaching organisation offers vacation courses for under 18s and adults.

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

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

Introduction

Discovery Summer's core business is providing residential courses for young people in high quality independent schools during the summer holidays. There are two non-residential centres in London, one of which offers courses to younger students (7–13 years) and the other offers courses to adults (18+) and juniors and teens (5–17 years). The centres are open for between three and seven weeks from late June to August.

Notable characteristics of Discovery Summer are the wide mix of nationalities with quotas for same-language groups, a significant number of returning students and a high staff-to-student ratio, a high rate of returning staff with many promoted over the years, and the use of English school children (English hosts) who take part in lessons and social activities, and live in residences with the visiting students.

Since the last inspection, the organisation has replaced the centre at Uppingham school with a centre at ACS Cobham, where a new programme has been developed entitled Global Young Leaders. There are three strands to the programme in addition to English classes, young entrepreneur, science, technology, engineering and maths (STEM), and creative arts. Cobham opened this year.

The inspection took place over four days. A day was spent at Winchester College, where pre-university courses are offered with students selecting a major and a minor subject, including ELT examination preparation and skills courses. Meetings were held with the course director, who is also the director of studies (DoS), the social director, the administrator, and a representative of the host college. There were focus group meetings with the students, the English hosts, the teachers and the activity leaders. A meeting was held with the group leader. The two ELT teachers were observed and additional subject classes visited.

Most of the second and third days were spent at Marymount, one of the residential centres offering the core course of English and multi-activities. This was the wildcard centre and the visit was unannounced. Meetings were held with the course director, the DoS, the assistant director of studies (ADoS), the social director, the welfare officer, a representative of the host school and a group leader. There were focus group meetings with the teachers, the students and the activity leaders. All the teachers were observed.

On the final day there were meetings at head office (HO) in London with the managing director, the manager, the academic manager, the sales/IT and systems manager and the social activities consultant.

Address of main site/head office

33 Kensington High Street, London W8 5EA

Description of sites visited

In Winchester College the organisation has use of the dining-hall, the theatre, an additional indoor space for students to gather and where first day procedures are carried out, and office space. There is also a very large grassed area for students, a sports hall with indoor swimming pool, extensive playing fields and sports grounds and the student residences. This year classes were held at Pilgrims School, a short walk from Winchester College, due to maintenance work in Winchester College. The organisation also has use of a student lounge, office space and a teachers' room with kitchen facilities. Students have use of the garden until the end of the teaching day. There is an additional teaching space in the cathedral precinct, very close to the school.

At Marymount the organisation has use of classrooms, office space, a teachers' room and a room for activity staff, a staff lounge with kitchen facilities, a student lounge, the auditorium, the dining-hall, an art room, computer room (known as the FabLab) and music room for workshops, the sports hall, the tennis court, and a large outside grassed area for student to relax in. The students are housed in the residences.

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

Comments

Winchester College offers residential courses for pre-university students aged 14 to 17 years in English language with a focus on examination skills, activities and other subjects including drama and film making. Marymount offers English and multi-activities to residential and day students aged 8 to 13 years. The English and multi-activities courses are split into skills classes and workshop sessions. Skills classes focus on language work with an emphasis on encouraging confidence in using spoken English and are formed according to students' levels. English workshops sessions are multi-level and are designed to encourage learning English by 'doing'. They involve a project, usually lasting one week, which culminates with a presentation to the other students on the course.

Accommodation profile

At Winchester, all students are residential. Boys and girls are housed in separate boarding houses in rooms with one to eight beds. The rooms are comfortable and appropriately furnished but traditional in keeping with the historic college buildings. At Marymount most students are residential but some attend day-time only and are brought to the school by bus each day. The residential accommodation has rooms with two to four beds and is attractively furnished and of a very high standard. Each house has a house parent who is supported by activity and teaching staff on a rota basis. Cleaning and maintenance are provided by host school staff. At Winchester and Marymount residences good bathroom facilities are available on every corridor, and are sufficient in number to cater well for the number of students. Staff are in single rooms on each floor and have access to their own bathrooms. Every house has a comfortably furnished common room, with a TV and a selection of games.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management has clearly stated and applied goals, values and objectives. Communication is excellent and feedback procedures are very effective. The staff are well managed and feel valued. Student administration is effective and customer centred. Publicity is clear, accessible and provided nearly all the required information. *Strategic and quality management, Staff management, and Student administration are areas of strength.*

Premises and resources

The provision meets the section standard and exceeds it in some respects. The two centres visited provide a very comfortable and professional environment for both staff and students. The extensive resources are well-chosen for the needs and interests of the students. *Premises and facilities and Learning resources are areas of strength.*

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic management team is very well qualified and the teachers have good experience in teaching these age groups. Teachers receive very effective support and guidance to support students 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 staff profile, Academic management, Course design and implementation, Learner management and Teaching are areas of strength.*

Welfare and student services

The provision meets the section standard and exceeds it in some respects. There are high levels of safety and security and students benefit from a very personalised level of pastoral care delivered by well-trained and caring staff. Residential accommodation is of a high standard and is well managed. The leisure programme is wide and varied in content and extremely well resourced and managed. *Care of students, Accommodation and Leisure opportunities are areas of strength.*

Safeguarding under 18s

The provision meets the section standard and exceeds it in all respects. The organisation has a comprehensive and detailed safeguarding policy and extremely thorough processes and procedures to ensure that it is applied. Safe recruitment is a priority as is staff training and communications. Supervision ratios are generous and students are made very aware of the rules. *Safeguarding under 18s is an area of strength.*

Evidence

Management

Strategic and quality management

M1 There is a clear statement describing the goals and values of the organisation, which

Area of strength

Strength

is made known to all staff.	
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 The organisation has very clear goals and values, which are set out in their mission statement and made known to staff. These are integral to the workings of the organisation.

M2 The objectives of the organisation are to continue improving the quality of the provision and there are clear procedures in place to implement this and monitor progress.

M3 There are simple but clear organograms for HO and each centre, and these are well understood by staff and students alike. They are further supported by photoboards of staff in each centre and effective procedures to cover all roles.

M4 Communication within and across the centres and with HO is open and very effective. At the centres there are daily minuted meetings for all staff and for group leaders. Morning assemblies are held for students. The organisation has developed its own very effective and user-friendly online information management systems.

M5 Good mechanisms are in place for collecting student feedback, which is analysed by HO immediately and the results are sent to centre managers highlighting issues to be addressed. There is a student council at Winchester and feedback on their suggestions is addressed at the morning assembly. There is clear evidence that issues raised are addressed promptly.

M6 Staff complete a first-impressions and end-of-course questionnaire. They are also able to provide feedback at the daily staff meetings. All the staff felt their views were listened to and valued.

M7 A comprehensive quality review is carried out at the end of the summer season incorporating all staff and student feedback. This is analysed in detail and feeds into the planning for the following year.

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

Comments

M8 The organisation has developed comprehensive human resources policies that are consistently applied. The staff at all the focus groups felt valued and well supported and commented on the friendly working atmosphere.

M10 Recruitment procedures, managed by HO staff, are extremely thorough and have resulted in well-qualified and experienced teams at both centres. Staff commented very positively on the in-depth process.

M11 There are well-structured and comprehensive inductions for all managers and staff. Senior managers attend a training weekend in April. Staff at Winchester receive a two-day induction, and at Marymount a senior managers' induction takes place before the rest of the staff arrive for their two-day induction. Procedures for late arriving staff and staff who move centres are clear. Staff spoke very positively about their inductions and felt well prepared for their roles.

M12 The appraisal process and procedures for handling unsatisfactory performance are clearly documented. All staff have a review in the first few days of the course and a final review before the end of the season. Staff are

monitored by their line-managers, and for activity and academic staff this is in the form of observations both formal and informal. Achievements are recognised and suggestions are given on how to do things better with spot observations to follow these up.

M13 DS takes continuing professional development (CPD) very seriously. This is evidenced by clear policy documentation, a high number of returning staff and the number of promotions within the organisation. Good use is made of existing expertise, there are mentoring and shadowing opportunities for staff interested in other roles, pre-season training for senior managers and regular onsite training.

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

Comments

M14 Staff go the extra mile to ensure that all students, their parents and representatives are treated with courtesy and care. Feedback is consistently positive.

M15 DS has invested in custom-built online systems that enable staff to provide a very personalised service to students and their representatives. This is particularly evident with returning students whose parents receive detailed advice on the best centre for their child's personal development.

M19 Clear procedures on student attendance and punctuality are made known to parents and students and are closely monitored both in centre and at HO. If a child is missing implementation is immediate and comprehensive records are kept.

M20 Conditions and procedures are clear and succinct and are made known to staff and students at induction and in writing. There is an effective staged process, the ladder of discipline, which allows opportunities for improvement and is supportive in nature.

M21 The complaints procedure is written with clarity and there is reference to the ultimate option of a complaint to an outside body. It is available on the website, in the staff handbook and on notices around the centres. All complaints are logged, follow-up action is noted and the complainant is always informed.

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

Comments

The publicity consists of a website, a brochure and social media. The website is the principle means.

M22 The website and brochure are accurate and give rise to entirely realistic expectations. The pictures in the brochure and website are authentic, showing students, staff, facilities and premises from the different centres, and

they are captioned where relevant. The website also includes blogs for the various centres showing photos of the most recent activities. Separate short videos for each of the centres accurately represent the student experience.

M23 The courses and activity programmes are accurately and clearly described in very accessible language. On the Marymount page the description of the skills and workshop classes makes the distinction clear.

M24 All the required information is very clearly presented. There is detailed information on course content and the distinction between the programmes at the different centres.

M25 The cost of the IELTS test was not included. This was added during the inspection and is no longer a point to be addressed.

Premises and resources

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

Comments

P1 Winchester and Marymount provide exceptional premises and outside areas. There is ample space for students outside class time, spacious offices and comfortable classrooms. Both have been chosen with care and attention to the needs of the different age groups.

P2 Classrooms are all spacious and quiet, with good natural light and flexible furniture.

P3 The student relaxation areas are welcoming and attractively appointed, and there are extensive and well-presented outside areas for students to gather and play games.

P4 Students are provided with a reusable water bottle and water is available throughout the centres. Both centres offered full-board facilities with a good choice of healthy food. In Winchester students eat in the historic dining hall; there is a modern well-appointed canteen in Marymount. Students are able to feedback on the food through the suggestions tab on the school's portal and the canteens at both centres were responsive to student requests. Students in the focus group at Marymount were very positive about the food.

P5 Signage at both centres is effective. Throughout the centres there are informative and visually attractive noticeboards. In classrooms noticeboards are well presented and at Marymount excellent displays are made from student work, creating lively and stimulating spaces.

P6 At both centres staffrooms are spacious, suitably equipped and contain resources. At Winchester, an area is set aside with comfortable seating and there is a kitchen attached. At Marymount there is a separate relaxation room for all staff.

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

Comments

P7 On arrival students are issued with a colourful *Student folder* which includes useful linguistic information and

pages for students to record work. The folders are regularly checked by teachers and they were effectively used in many classes observed.

P8 There is a wealth of resources available to teachers on the organisation's online platforms, many created by teachers and vetted by HO. Both centres also have a stock of up-to-date, age-appropriate skills, reference and photocopiable books.

P10 Although neither centre offers traditional self-access facilities, there are computer rooms at both centres which are used for guided class research projects.

P12 The head office academic manager is responsible for the ongoing review and development of teacher and learning resources. She obtains feedback from the centres' directors of studies and teachers. Teachers confirmed that the organisation is constantly seeking to improve the resources available, that their feedback is sought and valued, and that any request for materials is acted on promptly.

Teaching and learning

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

Comments

T1 One teacher did not hold a level 6 qualification. The rationale was accepted within the context of this inspection as the teacher is studying for a level 6 qualification.

T3 There is a very wide range of experience within the teaching team relevant to the teaching of teenagers and young learners.

T4 The academic director at HO, the DoSs at Winchester and Marymount and the ADoS at Marymount are all TEFLQ. They have over five years relevant teaching experience and extensive management experience.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T5 Teachers are well deployed taking into account their experience both at DS and elsewhere, and their preference. Teachers are contacted by the DoS at Marymount in advance of the summer and asked to indicate their preferred for level. Flexibility within the organisation allows teachers to redeploy to other centres.

T7 There are good staff levels at both centres. At Winchester there is a teacher on cover and at Marymount there is a non-teaching ADoS. At both centres the DoS is also available to cover.

T8 Students arrive and depart on set days. The course design is well suited to continuous enrolment, with each week's scheme of work (SoW) a self-contained unit. The first lesson is designed to integrate the new students, with 'old' students acting as 'buddies'. Objectives for the current week are displayed in the classrooms and can be adapted. At Winchester, the IELTS course is two weeks and students join for the full course.

T9 At Winchester, the DoS is located close to the teachers' room, and at Marymount the DoS and the ADoS have their desks in the teachers' room. An open-door approach is fostered and the daily meetings also provide an opportunity to raise any issues. At Marymount there are good opportunities for peer observation. At both centres the teachers spoke highly of the support available.

T10 Teachers new to the organisation are observed within the first five days and returning teachers in the first two weeks. Teachers complete a self-evaluation which forms the basis of the feedback meeting. Areas to focus on are

identified and these are followed up with a drop-in observation and short oral and written feedback. Observation reports are linked to CPD. The teachers reported appreciation for the process, which they felt was positively handled and useful. At both centres the DoSs visit classrooms regularly.

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

Comments

T11 All courses are based on the stated principle of encouraging learners to use language confidently and to improve their communicative ability. Teachers are given clear guidelines through the syllabuses and the SoWs with links to materials on the school's online platforms. SoWs and materials can be adapted to meet the needs of individual classes and students.

T12 There is a comprehensive documented process for reviewing courses, which incorporates feedback from staff and students and the DoSs' end-of-course report. Extensive analysis of the feedback received is undertaken and follow-up action implemented.

T13 At Winchester there are student-friendly SoWs in each classroom that are referred to during lessons. At Marymount each classroom had a display entitled 'This week we are learning'. At the end of each week, students complete a learner review with the learning outcomes they have achieved that week.

T14 At Winchester students are able to follow classes in other subjects, for example drama and film making, where learning is by doing. The learning of target language is made explicit to students and evaluation is through the successful outcome of the class. At Marymount, workshops allow students to acquire additional language and this is evidenced by the completion of a project. At both centres students give end-of-week presentations.

T15 Class folders are an integral part of the lessons and emphasize to students how to record and store language information. The examination-based courses at Winchester cover study and learning strategies explicitly and implicitly through classroom activities.

T16 The design of the courses and the use of English 'student hosts' ensures that students develop their language skills outside the classroom. There is a clear crossover between classes and excursions at Marymount, with preparation beforehand, activities to complete during trips and classroom follow-up work afterwards. At Winchester students benefit from guest lecturers and educational visits, clearly planned to meet their needs.

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

Comments

T18 The organisation applies an innovative approach through the learner reviews, where students assess their own progress against the learning outcomes of the week. This encourages learner autonomy and raises linguistic awareness. Teachers are able to discuss these with students in class, a copy is kept in the student folder and given to the DoS. There is also a good system of rewards for linguistic achievement.

T19 Students in the IELTS class at Winchester receive targeted learning support to achieve their required examination results. Mentoring is available for any student who requests it and is being piloted with small groups. There is a dedicated member of staff in this role. At Marymount there are 'early finisher' activities set up in each classroom. The learner reviews at both centres allow teachers to guide students to setting targets.

T21 At the end of their course students are presented with a certificate of attendance aligned to the CEFR levels and an academic report covering each week with an outline of the work covered and the students' attainments.

T22 The organisation employs two education consultants who provide detailed advice and give talks at centres such as Winchester. The director and the systems manager at HO advise parents of younger students.

Classroom observation record

Number of teachers seen	W: 2, M: 10
Number of observations	W: 4, M: 11
Parts of programme(s) observed	At Winchester: examination preparation courses. At Marymount: English skills and English workshops.

Comments

There were two ELT teachers at Winchester. They were seen by each inspector. There was also a cover teacher who did not teach during the inspection. At Marymount nine teachers and the ADoS, who was covering a class for peer observation, were seen. One teacher was seen twice in a skills lesson and a workshop session.

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

Comments

T23 In nearly all cases teachers demonstrated a sound knowledge of the linguistic systems of English. Spoken and written models were generally accurate and examples and explanations were relevant to the learners' age group. In the better lesson segments the use of stress on new vocabulary aided learning. There were occasional examples of inappropriate models.

T24 Detailed student profiles showed an in-depth awareness of the individual's strengths and weaknesses. There was evidence of sensitivity to the learners' pace of learning, and early finisher activities were available in each classroom in Marymount. The needs of the younger students were clearly catered for with a good variety of activity types, lots of movement and variation in interactions patterns.

T25 Lessons were very coherently planned and activities were well sequenced. Lessons aims were clear on the SoW at Winchester and the display 'This week we are learning' at Marymount and in some cases these were checked when completed. Materials and activities were well thought through to meet the needs of the age groups. Lessons plans indicated many references to work completed on previous days.

T26 A good range of teaching techniques were observed and these were used effectively and with confidence. There were good examples of purposeful monitoring, skilful eliciting, prompting and checking understanding. Pronunciation work was well-managed with lots of successful drilling of whole groups, small groups and individuals.

T27 Nearly all teachers demonstrated expert management of resources through the organisation of furniture, the use of wallspace, materials that were appealing and very well presented, and some confident use of technology. There was very good use made of the student hosts as a resource. In a very few segments more opportunities were needed to encourage quieter students to participate, particularly at lower levels.

T28 A good range of correction techniques were used which included effective delayed, self- and peer-correction. There was a well-thought through system of rewards and encouragement for the age group at Marymount, with very good use of praise at both centres.

T29 A lot of short checking tasks were in evidence, including reflective tasks on the previous day's work, and the

use of the student folders when working on consolidation.

T30 Lessons were very well paced, with a good variety of activity and interaction types, and students were focused and totally engaged. Instructions were clear and checked in a variety of ways, for example visually and through demonstration. In many classes there was good personalisation and every opportunity was made to maximize student talking time.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory, with the vast majority being excellent. Teachers demonstrated a good knowledge of the linguistic systems and an in-depth understanding of their students' needs. Lessons were effectively planned and delivered, making good use of teaching techniques, resources and providing students with useful feedback. There was a very positive learning atmosphere in all classes and students were totally engaged.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

Comments

W1 The director has strong relationships with the facilities managers and/or bursars of the host schools and ensures appropriate risk assessments are undertaken and the highest levels of safety and security are maintained. Weekly fire drills are held in the teaching and in the accommodation areas.

W2 The emergency plan is exemplary and covers a broad range of contexts. It is clearly written and easy to follow. Staff and students are well briefed as appropriate to their role.

W3 Levels of care are high and personalised. The welfare officer at each site works closely with house parents, activity leaders and teachers to ensure a whole-school approach to the care of every student. The online portal enables all staff to be aware of any emerging student issues so that they can be dealt with at an early stage.

W4 There is a strong ethos of respect across the centres. This is introduced at the student induction and reinforced regularly throughout the students' stay. Students are familiar with the rules, and staff implement them with rigour and sensitivity.

W6 Transfer arrangements are handled extremely efficiently between the head office and the individual centres. DS airport representatives meet and greet students and escort them to coaches where they are met by activity leaders staff and taken to their specific centre.

W7 Students are carefully briefed on what to bring with them and on relevant aspects of life in the UK as appropriate to their age. Distribution of pocket money is handled efficiently.

W8 A nurse is in attendance three days per week at Marymount. An NHS walk-in centre and hospital are near to the Winchester centre. Medical information is requested before arrival and any medication that is required is carefully managed and administered safely by the welfare office or a nominated member of staff. Information about allergies and specific conditions is disseminated to activity leaders as well as to teachers and house parents.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Strength
W11 A responsible representative inspects all accommodation (for safety and suitability)	Strength

before students are placed, and at least every two years after that.	
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W9 The residential accommodation seen was comfortable and very appropriate for the particular age range at each centre.

W10 Accommodation was very clean and laundry services were excellent, often providing a daily service.

W11 The director has regular meetings throughout the year with the host schools to identify accommodation needs and to ensure high standards for summer school students.

W13 Students are constantly monitored and asked for feedback on their well-being. Older students at Winchester have a student council that facilitates feedback from course representatives on all aspects of the student experience, including accommodation. Daily house meetings ensure that any issues can be quickly resolved.

W15 The quality of food is high. Overall, students were very complimentary about the meals provided and evidence was seen of the care and attention that the organisation affords to the planning of menus in response to student feedback.

Accommodation: homestay only

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

Comments

None.

Accommodation: other

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

Comments

None.

Leisure opportunities

	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength

Comments

W24 The leisure programme is a core element of the DS experience and is wide and varied in content. Leisure and academic activities are closely linked as evidenced in lesson plans and the observation of teaching. Activities sessions included the input of key vocabulary and, where possible, linked with the weekly subject themes of the

syllabus. Students were highly complimentary about the range and quality of the activities.

W25 Each centre has a well-qualified and experienced social director. Activity leaders are provided with excellent training, support and development opportunities and are often identified and nurtured from their previous roles as student hosts.

W26 Safety and security procedures are excellent. The organisation has exemplary risk assessments for its leisure activities and these procedures were seen in action.

W27 Staff selection procedures are rigorous. Staff are very experienced, well trained and supported to run all activities.

Safeguarding under 18s

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

Comments

All students are under 18.

S1 DS has an exemplary safeguarding policy that comprehensively addresses all issues of safeguarding. Regular review and updating of the policy was evidenced.

S2 The implementation of the policy is given the highest priority. Staff are sent the policy before they attend their induction. All staff are encouraged to undertake online safeguarding training but all elements of this training are covered during the induction session. Group leaders are also briefed on safeguarding issues.

S4 Recruitment procedures are rigorous. Full documentation was evidenced and endorsed the high standards set by the organisation.

S5 Students are supervised at all times during scheduled lessons and activities. Registers are taken at the start of each session or activity and during the activity if appropriate.

S6 Students at Marymount are supervised at all times. At Winchester, older students are allowed short periods of unsupervised time but only in small groups and they must check in with staff at a designated time. Registers are taken frequently.

S7 Students are fully supervised overnight. A member of staff is designated as a point of contact throughout the night should students have any issues. Supervision rates are generous.

Declaration of legal and regulatory compliance

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

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

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

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

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

withholding of accreditation.

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

Comments

D1 The items sampled were satisfactory.

Organisation profile: multicentre

1. COLLATED DATA FOR ALL ELIGIBLE CENTRES (INCLUDING THOSE NOT INSPECTED)

Inspection history	Dates/details
First inspection	2002
Last full inspection	2014
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	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2002
Ownership	Name of company: Discovery Summer Ltd Company number: 2552448
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	33 Kensington High Street, London W8 5EA
Location of centres offering ELT at the time of the inspection but not visited	Radley College Abingdon, Oxford OX14 2HR Woldingham School Marden Park, Woldingham, Surrey CR3 7YA Shrewsbury School The Schools, Shrewsbury, Shropshire SY3 7BA ACS Cobham Portsmouth Road, Cobham, Kent KT11 1BL Collingham 23 Collingham Gardens, London SW5 0HL Baden Powell House 65-67 Queen's Gate, London SW7 5JS
Location of any additional centres not open or offering ELT at the time of the inspection and not visited	None

Student profile at peak at all centres	Collated totals in peak week: 19 July 2018 all centres
Of all international students, approximate percentage on ELT/ESOL courses	100
ELT/ESOL students (eligible courses)	
18 years and over	12
17 years and under	760
Overall total of ELT/ESOL students shown above	772
Predominant nationalities	Turkish, Russian, Italian, Chinese, French

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	85
Total number activity managers and staff	68
Total number of management (non-academic) and administrative staff	19
Total number of support staff (e.g. houseparents, matrons, catering)	28

Course profile (across all centres covered by this accreditation)

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

Comments

Winchester College: 14 to 17 years. Residential. English, activities and other subjects for pre-university students.
 Marymount international School: 8 to 13 years. Residential and non-residential. English and multi-activities.
 Radley College: Teens 14 to 17 years and Juniors 11 to 14 years. Residential. English and multi-activities.
 Woldingham School: 8 to 13 years. Residential. English and multi-activities.
 Shrewsbury School: 11 to 16 years. Residential. English and multi-activities, also sports and tech academy.
 ACS Cobham: 12 to 16 years. Residential. English and strands to develop entrepreneurial, technical and creative skills.
 Collingham College: Adults 18+ and Juniors 5 to 17 years. Non-residential. Half-day courses for adults, teens and juniors and full-day courses for teens.
 London Queen's Gate (Baden Powell House): 7 to 13 years. Non-residential full-day courses.

2. DATA ON CENTRES VISITED

1. Name of centre	Winchester
2. Name of centre	Marymount
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	N/a	N/a				N/a	N/a			

Full-time ELT (15+ hours per week) aged 16–17 years	32	N/a				32	N/a			
Full-time ELT (15+ hours per week) aged under 16	48	91				48	113			
Part-time ELT aged 18 years and over	N/a	N/a				N/a	N/a			
Part-time ELT aged 16–17 years	N/a	N/a				N/a	N/a			
Part-time ELT aged under 16 years	N/a	N/a				N/a	N/a			
Overall total of ELT/ESOL students shown above	80	91				80	113			
Junior programmes: advertised minimum age(s)	14	8				14	8			
Junior programmes: advertised maximum age(s)	17	13				17	13			
Adult programmes: advertised minimum age	N/a	N/a				N/a	N/a			
Typical length of stay (weeks)	2	2				2	2			
Predominant nationalities	Japanese, Turkish, Russian					Russian, Turkish, Chinese				

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	4	11				4	12			
Total number of activity managers and staff	10	12				10	12			
Total number of management (non-academic) and administrative staff	1	2				1	2			
Total number of support staff	2	2				2	2			

Academic manager qualifications profile at centres visited					
Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years relevant experience	1	2			
Academic managers without TEFLQ qualification or 3 years relevant experience	0	0			
Total	1	2			
Comments					
The ADoS at Marymount taught six hours to allow for peer observation. There is an academic manager based at HO.					

Teacher qualifications profile at centres visited					
Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5

TEFLQ qualification	2	0			
TEFLI qualification	1	7			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	2			
Teachers without appropriate ELT/TESOL qualifications. (NB Rationales need to be prepared for teachers in this category)	0	0			
Total	3	9			

Comments

At Winchester there was a cover teacher who did not teach during the inspection and so was not observed.

Accommodation profile

Centres	1	2	3	4	5	1	2	3	4	5
Numbers at time of inspection: at centres visited										
Types of accommodation	Adults					Under 18s				
Arranged by provider/agency										
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	N/a	N/a				N/a	N/a			
Private home	N/a	N/a				N/a	N/a			
Home tuition	N/a	N/a				N/a	N/a			
Residential	N/a	N/a				80	42			
Hotel/guesthouse	N/a	N/a				N/a	N/a			
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a				N/a	N/a			
Arranged by student/family/guardian										
Staying with own family	N/a	N/a				N/a	49			
Staying in privately rented rooms/flats	N/a	N/a				N/a	N/a			
Overall totals adults/under 18s	0	0				80	91			
Centres	1	2	3	4	5					
Overall total adults + under 18s	80	91								