

Organisation name	Dukes Summer Courses (formerly accredited as Earlscliffe College)
Inspection date	29–30 July 2025

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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 Dukes Summer Schools, Folkestone (formerly Earlscliffe College) in July 2025. 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](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers residential, vacation courses in Applied English for under 18s.

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

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

### Introduction

Earlscliffe College (EC) was first inspected and accredited in October 2022. The original accreditation was for their year-round courses for 16–19 year olds and initially limited to one year. For many years EC had also run seasonal courses during summer and Easter. Due to changes at the school, responsibility for this provision was transferred from the year-round school and taken on by Summer Boarding Courses (SBC), who are part of the same family of schools, Dukes Education. SBC has a separate accreditation. A spot check in July 2024 focussed on the relationship between EC and their year-round course, and SBC and their summer courses, and also sampled the summer provision. The vacation courses for students aged 8–17 were added to the EC accreditation at that time.

At the time of this inspection, this was the first centre to come under the Dukes Education Summer Courses. Residential courses to run at other centres during the summer and Easter vacation periods are planned. The accreditation will now be for Dukes Summer Courses, and the year-round courses at EC will no longer be included.

The inspection was conducted by two inspectors over one and a half days. Meetings were held remotely with the head office (HO) managers: the director, the academic director, the recruitment officer, the head of people, the head of marketing, the admissions manager. Meetings were held with centre staff: the summer school director/programme manager (SSD), the director of studies (DoS), the welfare manager, the activities manager, and with the EC head of estates. Focus group meetings were held with teachers, students, activities' staff and group leaders. Eight of the nine teachers timetabled to teach during the week of the inspection were observed. One inspector visited the boarding houses.

### Address of main site

Site visited: Earlscliffe College, 24 Shorncliffe Road, Folkestone CT20 2NB

### Description of sites visited

Dukes Summer School is housed in several EC buildings, all situated within a short walking distance of each other in a quiet residential area of Folkestone. The main office, teachers' room, student lounge, and classrooms are all located in one building. Accommodation and additional classrooms are in an adjacent building, while the kitchen, dining area, art room, student lounges, and further accommodation are spread across five other buildings.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>
Applied English/Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

Students have the option to choose from six courses: Breaking Digital, Think Global, Mini MBA, Sustainable Futures, University Preparation, Art and Design. The Think Global course spans six weeks, while the other programmes each run for two weeks. Lessons are held until 15:30 on four days a week, with one full-day excursion scheduled mid-week.

### Management profile

The SSD, who also serves as the programme manager, oversees the daily operations of the vacation course and has held this position for many years, including when the courses were managed by EC. The SSD reports directly to the SBC head of programmes. The DoS is responsible for managing the academic team and is supported by both the SSD and the SBC academic director. The activities manager supervises the team of activities' staff.

### Accommodation profile

Boarding houses are located on six sites with four being used during the inspection. All are located close by or on the school premises and offer single, twin and triple rooms with ensuite facilities. Girls are accommodated separately to boys. Boarding houses have a common area, equipped with games, smart TVs, musical instruments and a kitchen where students can prepare snacks under supervision.

### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates very effectively to the benefit of the students and in accordance with the providers very clearly stated goals, values, and their publicity. The structure of the school and the relationship with head office is well established, and communication is very good. Student administration is efficient, and publicity is clear. *Strategic and quality management, Staff management and development, and Student administration* 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 a very comfortable, pleasant and professional environment for work and relaxation. Learning resources are appropriate. *Premises and facilities* is an area of strength.

## Teaching and learning

The provision meets the section standard. The academic team has a professional profile (qualifications, experience, and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure they support students effectively in their learning. However, courses are not always structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme.

## Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security and pastoral care are well met: tolerance and respect for others feature strongly in the ethos of the organisation. Residential accommodation is of a very high standard and students enjoy a varied and interesting leisure programme. *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. Clear, detailed policies are in place and documentation is thorough. Safeguarding training is undertaken by all staff and regularly updated; safer recruitment features strongly and recruitment procedures are thorough. The organisation carries out its duty of care in a number of ways, especially with regard to supervision of students. Careful monitoring takes place at all times. Accommodation is safe and secure. *Safeguarding under 18s* is an area of strength.

## Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	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 goals and values of the organisation are very clearly stated and are available on the website and shared with staff at inductions through presentations and discussions. Managers understand and can articulate the relevance of the goals and values to the current context.

M2 The objectives are very clearly set out in a three-year strategic plan. These are presented in the form of SMART goals with timeframes in place and are reviewed at the end of each programme. The objectives and plans relate specifically to the statement of goals and values.

M3 Organograms for both the head office (HO) and the summer school are clear, with well-defined cover arrangements and good staffing levels. A photo-board in the school is very helpful for students on short courses.

M4 There is a programme of regular meetings both at and between HO and the school. Good use is made of a range of communication channels, including appropriate use of social messaging apps. Staff and managers are well-informed and engaged.

M5 Feedback is gathered from students shortly after their arrival, mid-course, and at the end of the course. The return rate is very high, and all results are meticulously analysed, with records kept of any follow-up actions. M6 Staff have excellent opportunities to provide feedback through online forms, mid-course appraisals, and informally during regular meetings.

M7 After each course, a regular review process takes place, incorporating feedback from both staff and students. Reviews are conducted against benchmark deadlines set out in the strategic plans throughout the year. Dukes Education provides annual oversight and conducts specific safeguarding audits.

<b>Staff management and development</b>	<b>Area of strength</b>
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 ensures that these are up to date.	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, 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.	Strength

#### **Comments**

M8 Human resources policies are well established and communicated to staff upon contracting, accompanied by a comprehensive and well-presented staff handbook. Staff have access to an external HR assistance programme, which offers information, advice, and counselling services. Staff reported feeling very valued and cared for.

M10 The procedures for selection and recruitment are highly effective. Staff receive training in interview procedures for relevant roles and in safer recruitment. Records are complete and very well organised.

M11 Induction procedures are thorough. The SSD and managers participate in two- or three-day training courses before the summer. Staff receive on-site induction that follows established guidelines and checklists provided in a manual.

M12 All staff have a mid-course appraisal with their line manager. The process is supportive and highlights good performance. HR support is available from HO if needed for any capability or disciplinary issues.

M13 Opportunities for CPD within the limits of a short course are good for the SSD, managers, teaching, and activities staff. All staff receive safeguarding and prevent training, and the SSD has mental health training.

Additional training and support sessions are provided during the course, and promotion opportunities are available for returners.

<b>Student administration</b>	<b>Area of strength</b>
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.	Strength
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.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
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.	Met

**Comments**

M14 Training and monitoring procedures are in place to ensure that all staff are helpful and courteous to students, their parents, group leaders and others. "Mystery shopper" evaluations are carried out to ensure a consistent standard of customer experience.

M15 Accurate and relevant information and advice are available from the point of enquiry through email and individual video calls. If needed seven languages are available at HO. Agent partners can take part in webinars, in - country training and joint workshops. After booking, parents are given a Welcome Pack with useful information.

M16 Systems are very well established to maintain complete and up-to-date records. The SSD has access to relevant data.

Publicity	
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.	Strength
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
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.	Met
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 downloadable brochure, two websites, the Summer Boarding Courses website and the EC website, various social media sites. The websites are the main media of publicity.

M21 The descriptions are very clear, and all photographs are accurate and fully representative of the student experience. There is evidence of both parental and student permission for testimonials and photographs to be presented in publicity.

M22 The information is very well written and highly accessible in plain English.

M23 The minimum age (13) given is not accurate. Students aged 12 are regularly enrolled.

**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.	Strength
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.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Met
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**

P1 There are very comprehensive and rigorous procedures in place to keep students safe and secure. The procedures are based on very thorough risk assessments, which are reviewed and adjusted on an ongoing basis.

P2 The premises are in a very good state overall and offer the students a very comfortable environment in every respect.

P4 There are numerous common room areas in the various buildings, all very appropriately furnished and equipped, offering the students welcoming spaces. The dining area is well organised to cater for the number of students.

P6 All staff have comfortable and sizeable areas to work and relax in, offering plenty of personal storage space.

Learning resources	Met
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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.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 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

All the criteria in the above area are fully met.

### 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.	
<b>Comments</b>	
Overall, the recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile. The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the school's context. Many of the teachers are returning staff with a range of appropriate experience. The DoS is very experienced and well qualified as is the SSD and HO academic director in supporting roles.	

Academic management	Met
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.	N/a
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
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 well matched to the different course options and are recruited according to their strengths and interests in those. There is opportunity for teachers to change courses if appropriate. Students experience two teachers, who share the morning class.

T8 Teachers have one day for planning every week with the DoS and ADoS on hand for support and guidance. Two teachers share a class, which offers opportunities for less experienced and more experienced teachers to be paired up for additional support when planning lessons.

Course design and implementation	Met
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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.	Not met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
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 Although the design of the majority of the courses is based on the provider's approach to learning, with the language woven into the tasks and topics, the Art and Design course does not include language learning aims or learning outcomes. Course outlines give a range of topics and resources for teachers to choose from or the option to choose their own resources. However, not enough guidance is given regarding appropriacy in relation to the students' ages and nationalities.

<b>Learner management</b>	Met
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.	Met
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.	N/a

#### Comments

All the criteria in the above area are fully met.

#### Classroom observation record

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	A range of courses.

#### Comments

One teacher timetabled to teach was not observed because the class was off-site doing project work. Lesson plans were seen.

<b>Teaching: classroom observation</b>	Met
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.	Met
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.	Met
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.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met

## Comments

T19 Most teachers produced accurate models of spoken and written English and provided clear and relevant explanations of grammar and lexis. A few teachers did not give clear models of language or explanations and spoke too fast.

T20 On the whole the content was based on course objectives and the needs of the students. In a few cases the course content did not take the wide range of ages and difference in cultures into account.

T21 In most lessons, the outcomes were clear and task related and there was an appropriate sequence of activities leading to the final activity.

T22 A range of effective teaching techniques was seen in lessons generally. These included eliciting, summarising, concept checking and setting realistic time limits.

T23 On the whole the classroom environment was managed effectively and both classroom technology and tools were used competently. A range of resources was used to good effect.

T24 Teachers generally gave appropriate and timely feedback, used praise to encourage, and monitored during activities, noting errors to follow up later in the lesson.

T25 Most lessons included short tasks and a final activity which enabled both teachers and students to evaluate their learning.

T26 Most teachers promoted a very positive learning atmosphere, and students were motivated and engaged. In a small number of lessons, the teachers did not facilitate full participation from all students.

## 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.	Strength

## Comments

W2 Pastoral care is taken very seriously by the organisation. There is a whole-school ethos with all staff, both support and academic, seeing their role as partly pastoral. Students are made aware of the availability of pastoral care and who to contact for specific needs or requirements.

W3 A culture of diversity and tolerance is evident throughout the organisation with clear policies in place. Expectations on codes of conduct are detailed in the student handbook and in the Parent Welcome pack sent in advance of arrival.

W5 Students and their parents or guardians receive comprehensive, personalised guidance on travel to the school and transfer arrangements, along with clear information on what to bring and what to expect.

W6 A high proportion of staff are qualified first aiders. First aid trained members of staff are resident in each house and accompany all trips and activities. A nurse is on-call and available for consultation.

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
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
<b>Comments</b>	
W7 Accommodation seen during the inspection is of a very high standard; student and group leader feedback is consistently positive.	
W8 Rooms and bathrooms are cleaned daily and 'deep cleaned' weekly; laundry is done weekly and managed efficiently. Activity leaders help with additional requests for laundry in addition to the scheduled rota.	
W9 Walk through site handovers with detailed checklists take place at the start of each season. Checklists cover all aspects of accommodation requirements including health and safety checks.	
W11 Early bird feedback is taken from students soon after arrival to check student satisfaction with accommodation arrangements. Students are introduced to the activity leaders and other staff resident in their house and encouraged to go to them with any problems; activity leaders also pro-actively engage with students to check on their wellbeing.	
W13 The catering is of a high standard. Students are provided with a well-balanced and varied offer for breakfast, lunch and dinner and a healthy packed lunch on excursion days. Student feedback about meals is largely very positive.	

<b>Accommodation: homestay only</b>	
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
<b>Comments</b>	

No homestay accommodation is offered.

<b>Accommodation: other</b>	
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
<b>Comments</b>	

None.

<b>Leisure opportunities</b>	<b>Area of strength</b>
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.	Met
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**

W20 Students benefit from a well-designed and interesting leisure programme. A variety of activities is offered to ensure all interests are catered for. The programme is designed to introduce students to the UK and the local area, with many additional/alternative activities to cope with unforeseen circumstances, such as poor weather.

W21 The programme is very well organised, with thorough preparation provided prior to excursions, including maps and presentations to clearly inform students of their destinations and planned activities.

W22 Risk assessments for activities are carried out thoroughly, with updates made before each activity. These assessments consider factors such as current weather conditions and any specific events occurring at the destination on the day. Clear meeting points are designated for students in the event of an emergency, and staff are provided with detailed guidance on emergency procedures.

W23 Staff supervising sporting and leisure activities have appropriate experience, qualifications and training. Many bring specific expertise or interests to the role.

## 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 A comprehensive safeguarding policy is in place, created with additional expert advice. Appropriately trained staff with a great deal of safeguarding knowledge and experience are first line safeguarding leads in the school with clear lines of communication and reporting to head office.

S2 As is the case with pastoral care, safeguarding and staff responsibilities are integral to the school's overall ethos. All staff members are provided with the safeguarding policy, complete mandatory safeguarding training, and participate in additional training sessions and workshops. Staff interviewed demonstrated a thorough and clear understanding of their safeguarding responsibilities and their role in ensuring the safety and welfare of children and young people.

S4 Safer recruitment is central to recruitment procedures with all suitability checks carried out and evidence well organised and easily retrievable. All relevant staff have received safer recruitment training.

S5 Very good arrangements are in place to ensure the safety and security of students throughout the programme. Staff provided consistent and attentive supervision throughout the day, with clearly defined handover procedures, all conducted calmly and fully understood by students.

S6 Rules are clearly communicated to both parents/guardians and students. Parental consent is obtained for any unsupervised free time, and well-established procedures, familiar to all staff, are in place for responding to missing students.

S7 Rooming arrangements are made with sensitivity, taking into account students' age, preferences, and other relevant factors, while ensuring a diverse mix of nationalities. Sufficient staff are available to supervise students at all times and staff are accommodated close to students in all the houses.

### Declaration of legal and regulatory compliance

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

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations.

Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

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

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

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

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

### Comments

D1 The items sampled were satisfactory.

## Organisation profile

Inspection history	Dates/details
First inspection	2022
Last full inspection	2022
Subsequent checks/visits (if applicable)	July 2024
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Summer Boarding Courses
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	2008
Ownership	Name of company: Summer Boarding Courses Ltd Company number: 06697050 Part of Dukes Education Group Ltd Company number: 09345899
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
	At inspection	July
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	26	27
Full-time ELT (15+ hours per week) aged under 16	66	94
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
<b>Overall total ELT/ESOL students shown above</b>	<b>92</b>	<b>121</b>
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	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	2 weeks	2 weeks
Junior programmes: predominant nationalities	Kazakh, German, Italian	Italian, Argentinian, German

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	9	12
Number teaching ELT 20 hours and over a week	9	
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	4	
Total number of support staff	15	

### Academic manager qualifications profile

Profile at inspection		Number of academic managers
Professional qualifications		
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

The DoS and the SSD are not scheduled to teach. The ADoS teaches 20 hours per week.

### Teacher qualifications profile

Profile in week of inspection		Number of teachers
Professional qualifications		
TEFLQ qualification/profile	0	
TEFLI qualification	7	
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	9	

### 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
<i>Arranged by provider/agency</i>		
Homestay	N/a	0
Private home	N/a	0
Home tuition	N/a	0
Residential	N/a	91
Hotel/guesthouse	N/a	0
Independent self-catering e.g. flats, bedsits, student houses	N/a	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	1
Staying in privately rented rooms/flats	N/a	0
Overall totals adults/under 18s	N/a	92
Overall total adults + under 18s		92