

Organisation name	Embassy Summer
Inspection date	30 July 2025
Current accreditation status	Accreditation under review
Reason for spot check	Signalled: end period under review

Recommendation

We recommend continued accreditation. The period of review may now be ended and accreditation continued until the next full inspection, which falls due in 2028.

Changes to the summary statement

The need for improvement in academic staff profile and teaching can now be removed.

New summary statement

The British Council inspected and accredited Embassy Summer in August 2024 and 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 for details).

This private language teaching organisation offers residential courses in general English for 10–18-year-olds.

Strengths were noted in the areas of *strategic and quality management*, *staff management and development*, *academic management*, and *care of students*.

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

Updated summary inspection findings

Premises and resources

The provision meets the section standard. The premises provide students with a secure and comfortable environment for work and study. Staff benefit from spacious offices in most of the centres seen. Students receive a notebook with useful sections for recording new language, and resources for teachers are very good.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The profile of the academic management team is suitable, and academic management systems are strong. Course design is based on very clear principles, and placement procedures are suitable. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

Organisation profile

Inspection history	Dates/details
First inspection	2000
Last full inspection	2024
Subsequent checks/visits (if applicable)	2025
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Student and staff profile	At inspection	Estimate at peak: July
Total ELT/ESOL student numbers (FT + PT)	271	418
Minimum age (including closed group or vacation)	13	13
Typical age range	13–16	13–16
Typical length of stay	2 weeks	2 weeks
Predominant nationalities	Turkish, Italian, Brazilian	Turkish, Italian, Brazilian

Total number of teachers on eligible ELT courses	9	17
Total number of managers including academic	6	6
Total number of administrative/ancillary staff	15	24

Premises profile	
Address of main site	Dolphin House, Manchester Street, Brighton, BN2 1TF (HO)
Additional sites in use	Cambridge - Abbey College, Homerton Gardens, Purbeck Rd, Cambridge CB2 8EB Canterbury - Darwin College, University of Kent, Canterbury, CT2 7NY Docklands - University of East London, East Building, Docklands campus, E16 2RD Mile End - Queen Mary University of London, Mile End Road, London E1 4NS Oxford - Oxford Brookes University, John Henry Brookes Building, Headington, OX3 0BP Royal Holloway - Royal Holloway University, Egham Hill, Egham, Surrey TW20 0EX Southbank - South Bank University, McLaren Hs, 1 St. George's Circus, London SE1 0AP Sussex - Fulton Building, Sussex University, Falmer, East Sussex, BN1 9NZ UCL East - One Pool Street, 1 Pool Street, London E20 2AF Wellington - Wellington College, Duke's Ride, Berkshire, Crowthorne RG45 7PU
Additional sites not in use	N/a
Sites inspected	Southbank - South Bank University, McLaren Hs, 1 St. George's Circus, London SE1 0AP

Introduction

Background

Following the full inspection in August 2024, the school was placed under review because the section standard for teaching and learning was not met. The period of review was to be ended by submission of an action plan within three months and a spot check within a year.

Preparation

Prior to the visit, the reporting inspector held an initial meeting with members of the Embassy Summer head office team to discuss the timing and focus of the visit as well as documentation to be viewed. An updated action plan on points to be addressed, the recruitment and support policy, the academic staff profile spreadsheet, and examples of course materials were provided before the week of the visit.

Programme and persons present

The organisation was informed of the week in which the inspection would take place, but the exact day and location of the centre to be visited were not disclosed. The visit was carried out by two inspectors and lasted a full day. At South Bank University, meetings were held with the centre manager, director of studies, academic administrator, and welfare manager. Focus group meetings were held with students, teachers, and group leaders. All teachers teaching on the day of the inspection were observed. At the end of the day, an online meeting was held with members of the head office team, which included the managing director, global operations director, and the group academic coordinator. Documents viewed included course materials, supplementary materials and risk assessments.

Findings

Premises and resources

Findings are reported in the Action taken on points to be addressed.

Teaching and learning

Findings are reported in the following sections and in the Action taken on points to be addressed.

Safeguarding under 18s

Findings are reported in the Action taken on points to be addressed.

Classroom observation record	
Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	All.
Comments	
None.	

Teaching: classroom observation	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.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Strength
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.	Strength

Comments

T19 Teachers provided mostly natural models of English, and explanations of meaning were generally accurate.
T20 The content matched course objectives very closely regarding provision of opportunities for communication and was very closely aligned with the needs and interests of the learners.
T21 Intended learning outcomes were made explicit via the course materials, and all teachers referred to them. The staging of the lessons was logical in segments, and in most cases provided all students with the support they needed to achieve the lesson aims.
T22 A good range of teaching techniques was seen in the majority of segments. This included clear instructions, nomination of individual students, checking of understanding, drilling of new language, and effective monitoring.
T23 In all cases, the classroom environment was managed well. Furniture was arranged appropriately to facilitate the communicative aims of the lesson, and technology was used confidently and to good effect.
T24 A consistent approach to error correction was seen. This included both on-the-spot elicited self-correction as well as a delayed focus on errors after communicative activities.
T25 Evaluation of learning is built into the format of the lessons, as with learning outcomes.
T26 In the vast majority of cases, teachers created a dynamic and positive learning environment. The pace was effective, and nearly all teachers showed good voice projection and classroom management skills. Overall, students were very engaged with their learning.

Action taken on points to be addressed

Premises and resources

P8 Besides the digital Embassy Summer course, very few supplementary materials are provided. Teachers in all three centres visited complained that they were struggling to meet students' needs with the resources available.
Addressed. The course materials have been updated, and a good range of supplementary materials as well as digital tools have been made available to the teaching team. Teachers spoken to were very happy with all that had been provided.

Teaching and learning

T1 The recruitment and support policy is not sufficiently implemented in line with the stated course objectives and the student profile. Lesson planning sessions with the DoS which are contractual, have been treated as optional in the centres visited.

Addressed. The recruitment and support policy has been very effectively implemented, and teachers have found the lesson planning sessions very beneficial.

T3 The proportion of teachers with a professional profile requiring additional support, coupled with the demands of the course, was too high for the level of support available.

Addressed. The academic staff team has a professional profile (qualifications and experience) that is appropriate to the organisation's context.

T11 The design of the course was insufficient to meet the needs of students.

Addressed. The updated course materials are entirely appropriate to meet the needs of students.

T20 In many cases the language focus did not meet the differing needs of mixed-ability classes.

Addressed. In the lessons seen, the language focus provided a suitable degree of challenge to the students.

T22 Teaching techniques were fairly limited in the majority of segments seen.

Addressed. A good range of teaching techniques was seen as well as evidence of development sessions to further develop them.

T24 In many cases, there was very little focus on errors. Teachers often monitored during communicative activities but, in most cases, they joined conversations rather than monitoring language used by students.

Addressed. A consistent approach to error correction was seen, and teachers monitored effectively.

T26 Many teachers were struggling to create a positive learning environment due to inexperience, difficulties with the materials and large mixed-ability classes.

Addressed. Overall, a positive learning environment was seen in the segments observed, and students were clearly engaged with their learning.

Safeguarding under 18s

S5 In centres where toilets used by students are also available to adult users of the building, risk assessments and supervision were insufficient to address risks when students left the classroom to use the facilities.

Partially addressed. This has now been risk assessed, and signs have been put up to indicate to university staff and students that under 18s use certain toilets. However, a satisfactory agreement, to allocate some toilets to under 18s only, has not yet been reached.

Conclusions

Since the 2024 inspection, there has been a full and thorough update of the Embassy summer curriculum with additional support and guidance provided for teachers. Focused training and development opportunities have been given to teachers in areas related to the points to be addressed in the section of teaching and learning. All points arising from the previous inspection in this section have been satisfactorily addressed, and the teaching was of a good standard.
