

Organisation name	Heathfield Summer School, Ascot
Inspection date	21–22 July 2026

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within six months to demonstrate that weaknesses in Publicity have been addressed.

Summary statement
The British Council inspected and accredited Heathfield Summer School in Ascot in July 2026. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private boarding school offers residential vacation courses in general English for under 18s.

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

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

Introduction
Heathfield School, an independent girls' boarding school, was founded in 1899 and it has been running its own, all-girls summer courses for international students aged 8–17 since 1976. A high proportion of the summer school staff, including the director of studies and the activities directors, return each year. Heathfield School also runs a summer camp for mainly UK-based students with a few overseas participants. The summer school and summer camp students share many out-of-class activities and the boarding house accommodation. Management and administrative staff are shared between the summer course and the summer camp. The inspection took place over two days. Meetings were held with the director, deputy director, director of studies (DoS), assistant director of studies (ADoS), executive administrator, welfare and pastoral manager, events and social programme manager, academics and activities manager, head of operations and duty nurse. Focus group meetings were held with teachers, students and activity and welfare staff. All teachers were observed.

Address of main site/head office

Heathfield School, London Road, Ascot, Berkshire SL5 8BQ

Description of sites visited/observed

Heathfield summer school (HSS) operates on a self-contained campus approximately two miles from Ascot railway station. Year round, Heathfield School is a private boarding school for girls. The classrooms, offices, dining hall, and accommodation blocks are all in close proximity. The school's site includes extensive lawns, woodland, a theatre, indoor swimming pool, sports hall, gym, music rooms, cookery suite, dance studio, and an art studio. There are also outside netball and tennis courts.

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

Comments

During the summer months, HSS offers residential vacation courses of two to five weeks for 8 to 17 year-olds. The courses are a combination of general English and project work. A one week 'English Enrichment' course is also offered in combination with one or more weeks of general English.

Management profile

The senior leader team (SLT) comprises the director, the deputy director, the DoS, the academies and activities manager, the entertainments and events manager, the welfare and pastoral manager. The DoS is assisted by an ADoS; together they manage the teaching team.

Accommodation profile

All students are housed in two boarding houses on the school campus. The boarding house for the younger students has single rooms and small dormitories of 2–6 beds. The senior boarding house for students has single and twin rooms. All rooms have ample storage and washbasins. There are shared toilets and showers.

Summary of inspection findings**Management**

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the school's stated goals and values. Human resources and quality assurance systems are robust as are the student administration procedures. While the publicity is clear, comprehensive and well presented, there are issues with course names and the use of the marque. *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 premises provide students and staff with a comfortable and cohesive self-contained environment for all aspects of the course. There is a good range of learning resources available; these are appropriate to the needs of the students. Good guidance is provided to staff and students on the use of these resources. *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 staff team has a good professional profile (qualifications, experience and continuing professional development), appropriate to the context. Teachers receive excellent guidance to ensure that they support students effectively in their learning. Courses and programmes are well structured and effectively managed to provide the maximum benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design and Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for information, security and pastoral care are very well met. Accommodation is suitable for the age of the students and well managed. The leisure activities are varied, well organised and resourced. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is excellent provision for the safeguarding of students aged under 18 within the school buildings and grounds, in the accommodation and during any off-site activities. *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.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
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.	Met

Comments

M1 There is clear statement of the goals and values of the organisation widely available through a number of channels. There is evidence that statement is integral to the working of organisation, not just a form of words; It informs each year's overarching theme. Staff are quizzed on the statement at induction.

M2 Previous and current plans were detailed with comprehensive measures which monitor progress during implementation and a clear process for review after objectives are achieved. Current plans for the short and medium term are well documented.

M4 There are daily minuted meetings for all staff. The SLT meets both during and outside the course period. It is evident that communication is effective as staff are well informed and engaged.

M7 There is a comprehensive and regular quality review cycle which incorporates a number of sources of reference.

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 ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M8 Human resources policies are appropriate and made clear to staff in handbooks and during the induction procedures for new and returning staff. They are also incorporated in the summer school database. A good proportion of summer school staff return each summer, some taking on different roles over the years. Staff spoken to felt valued and very well supported.

M11 Staff reported very positively on the three-day induction. They felt it was very comprehensive and left them well prepared and with no unanswered questions.

M12 Staff performance is monitored through mid-course appraisals for all non-teaching staff. Teachers' performance is monitored through observations. All staff have an exit appraisal. There are clear guidelines on handling unsatisfactory performance, using a supportive approach.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	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.	Strength

Comments

M14 Students were extremely positive about the level of customer service provided by staff. Language awareness training is provided to non-teaching staff.

M15 Students and their parents receive detailed, appropriate, and well-presented information before arrival and have the benefit of a considerable amount of individual communication both before arrival and during their stay.

M16 The *Booking Administration System* is extremely powerful and records every detail of the student's journey, providing automatic prompts and updates to relevant members of staff where needed.

M20 Should it ever be needed, there is a well-staged effective staged process which allows for warning and opportunity for improvement, with sanctions for students proportional to cause. Lesser problems are dealt with rapidly and sensitively.

Publicity	Met
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.	Not met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	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.	Not met
Comments	
The publicity comprises a website, a brochure and two social media channels. The website is the main medium of publicity.	
M21 Descriptions of the courses are confusing: <i>summer school, summer schools, summer camp, and international summer school</i> are variously used.	
M28 The British Council marque is used on documents headed Summer Courses, implying that the summer camp for UK participants is accredited.	

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.	Met
Comments	
P1 Regular risk assessments are undertaken of all premises and there are full records of routine checks of fire/gas/electricity risks maintained for premises. There are weekly timed fire evacuations.	
P2 Premises and external areas are in an exceptionally good state of repair and decoration. Cleaning staff are on duty from 5am for several hours every weekday to ensure very high levels of cleanliness.	
P4 There is ample room, indoors and outdoors, for relaxation and a large dining room for meals. There are four student lounges, one per 'house'. There is also a tuck shop open for students during breaks.	

Learning resources	Area of strength
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.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength
Comments	

P9 There is a good range of educational technology in classrooms, which is well maintained and used regularly and confidently. Good number of computers are available for class use, with easy access to a range of appropriate learning and research materials. The school's IT staff are available during the day. They attend inductions to help incoming staff to familiarise themselves with the various forms of technology in use.

P10 Older and more able students are encouraged to undertake research in preparing projects and for trips and other activities. This is done independently in computer rooms. All students are given advice on using suitable websites.

P11 The DoS interviewed teachers individually to get feedback at the end of the 2025 summer school. Information obtained went into reshaping the syllabus. 2026 teachers were sent the new syllabus for comments in March.

Teaching and learning

Academic staff profile	Area of strength
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
T1 The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.	
T2 The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the school's context.	
Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength
Comments	
T4 Teachers' deployment is clearly linked to their professional experience, CPD and appraisal records. They are allocated according to their strengths and preferences, but they are also able to change the type of class and are supported in so doing.	
T5 Neither the DoS nor the ADoS routinely teach so they are constantly available for cover, as is the TEFLQ director.	
T7 Teacher inductions were thorough with a wide range of briefing, training and support.	
T8 Teachers expressed appreciation for being well-supported by the academic managers.	
T10 There is a CPD event every Friday. Two had been hosted by the DoS and a designated budget allowed two external experts to be brought in for two others.	
Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met
Comments	
T11 The course design is based on stated principles and rooted in the mission statement values. The structure is flexible and can be adapted and is entirely appropriate to the learning context.	
T12 There is systematic integration of the local environment with course content through work in class, out-of-class activities, a focus on UK life and culture, homework, and the social programme.	
Learner management	Area of strength

T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T15 Assessment before placement covers all relevant areas and is reliably linked to an external reference. After assessment students are placed in a suitable class according to their level of ability and age.

T16 Teachers consistently monitor and evaluate student performance; their notes are transferred to an extremely comprehensive end-of-course report.

Classroom observation record

Number of teachers seen	7
Number of observations	7
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.	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.	Strength

Comments

T19 Teachers provided accurate models suitably graded for class levels. Explanations were generally clear.

T20 In all cases there were detailed profiles of students and evidence of lesson plans being shaped by their needs. The plans included differentiation strategies and topics and materials closely reflected course objectives.

T21 In most classes outcomes were presented to students in comprehensible language. Staging was logical and effective.

T22 There was a wide range of techniques with good nomination and elicitation. Instructions were clear and their comprehension usually checked. There was, however, very little controlled practice.

T23 Classroom management was generally very effective. Technology was used well. Activities were timed and there was sensitive and appropriate grouping and pair work. The information on a small minority of whiteboards was not very tidy or legible.

T24 Feedback techniques were suitable for the types of activity; there was careful monitoring of and support for individual students. Delayed feedback was seen, but there was little feedback on pronunciation or other aspects of oral delivery.

T25 Short tasks were routinely used to evaluate whether learning was taking place.

T26 There was good student-teacher rapport and learners were nearly always engaged. The atmosphere in the classroom was consistently positive.

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.	Met
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 There is a very high standard of pastoral care. The pastoral and welfare manager, house mothers and monitors have particular responsibility for the welfare of students, but all staff are made aware of, and respond to, students' welfare needs. There are set handover points between night and day staff. Students spoken to were very happy with the care they receive.

W5 Pre-arrival information about transport to and from the school is very clear. A pick-up service is offered free of charge from Heathrow, Luton and Stansted airports and from St Pancras International. The procedure is well organised and resourced.

W6 The provision for health care is excellent. A number of staff have first aid qualifications. A rota of four nurses operates throughout the week with office hours from 0800–1800 each day. Nurses can dispense medication brought by the students and also give non-prescription medication as appropriate. Meticulous records are kept of any action taken. Arrangements with local medical practices are well established.

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Strength
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W8 Arrangements for cleaning and laundry are very good. Accommodation is cleaned daily. Bed linen and towels are changed weekly and there is a laundry service for students' clothes.

W9 In addition to the regular checks made by estates staff before the start of the summer programme, inspections of accommodation are carried out by house mothers on a daily basis.

W10 Parents receive clear information about the accommodation booked. Requests for changes during the course, for example from a dormitory to a single room, can usually be accommodated.

W11 With daily contact between students, house mothers and monitors, any issues arising are dealt with promptly. All students spoken to were happy with the service provided.

W13 Meals are provided by an external company and a wide choice of wholesome and tasty food is on offer. Special diets are catered for and there is a system for ensuring that students with allergies are safe. Students feedback on the food was consistently good.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a

W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
None.	

<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	

Leisure opportunities	Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength
Comments	
W19 At the time of enrolment, parents and students receive detailed information about the leisure programme including the choice of options which take place in the afternoons. W20 Students can select from a wide-ranging programme of afternoon options. The choice includes, for example: dance and performing arts; badminton; tennis; art and design; horse riding; golf; water sports; swimming. In these activities they mix with students from the UK who are enrolled on the summer camp. Trips and excursions are appropriate to the age and interests of the students. W21 All on-site and off-site activities are meticulously organised, generously staffed and well resourced. W22 All staff receive thorough training on risk assessments from their managers. These documents are live and staff are encouraged to feedback after trips and activities. W23 Staff are deployed according to their skills and experience and receive appropriate training and support. Many activities are led by qualified or specialist staff.	

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	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	
During the week of the inspection, students ranged in age from 8 to 17.	
S1 There is a detailed and comprehensive safeguarding policy which is supported by a range of practical documents. There is evidence of expert input into the framing of the policy.	
S2 All staff, including returners, have training in safeguarding during the induction period. In addition to the named DSL, other school staff have specialist safeguarding qualifications.	
S4 Recruitment policies are sound and procedures are rigorously implemented. All checks are systematically carried out. Staff recruited or returning from outside the UK are required to produce relevant police checks in addition to the standard DBS check.	
S5 Arrangements for the supervision and safety of students during scheduled lessons, activities and excursions are of a high standard. Staff: student ratios are high and staff are well briefed about the students and any individual needs they may have.	
S6 Students are not allowed to leave the site unaccompanied by a member of staff. In addition to teachers and activity leaders, monitors are employed to check on the students' well-being and to assist with supervision: for example, to check students into the dining room. With the consent of their parents, students aged 12 and over have limited free time on excursions, and there are clear systems in place to manage this.	
S7 The accommodation arrangements are suitable. There are thorough risk assessments in place and the ratio of staff to students is high with at least one adult room on each corridor. Security guards are on duty at night.	

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	1987
Last full inspection	2022
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Activities Summer Camp for day girls and boarders from UK plus a few fluent English speakers from overseas
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1977
Ownership	Charitable Status
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	2	10
Full-time ELT (15+ hours per week) aged under 16	56	82
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	58	92
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a
Junior programmes: advertised minimum age	8	8
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	2	2
Junior programmes: predominant nationalities	Spanish/ Italian/ Japanese	Spanish/ Turkish/ Italian

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	9	11
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	9	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	7	
Total number of support staff	34	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	6
ATEFL registered 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	0
Total	7
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	0	0
Private home	0	0
Home tuition	0	0
Residential	0	58
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	58
Overall total adults + under 18s	58	

Items requiring early action

Evidence must be submitted within six months to demonstrate that weaknesses in *Publicity* have been addressed.