

Organisation name	Summers Abroad Southampton
Inspection date	16–17 July 2019

<b>Section standards</b>	
<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 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 accreditation with a spot check in the first 12 months. However, evidence must be submitted within three months to demonstrate that weaknesses in S1 and S4 have been addressed.

### **Summary statement**

The British Council inspected and accredited Summers Abroad Southampton in July 2019. 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 general English for under 18s.

Strengths were noted in the area of premises and facilities.

The inspection report noted a need for improvement in the area of publicity.

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

## Introduction

Summers Abroad (SA) specialises in organising residential English language courses in the UK for young people aged 11–17. Students are recruited in groups through agents and usually stay for a period of two or three weeks, accompanied by group leaders who are integrated into the programme as full team members.

The courses have been based at Solent University in Southampton for ten years. Previously SA worked in partnership with an accredited provider who supplied the academic manager and teachers. In 2018 it was decided that the organisation should function independently and apply for British Council accreditation.

The inspection lasted for two days and one evening, with two inspectors. Interviews were held with the director, the centre manager, the academic manager, the senior activity leader, the two activity leaders, five group leaders, and the Solent University senior events and client services lead. Meetings were held with a group of learners and a group of teachers respectively. All the teachers timetabled during the inspection were observed. One inspector visited the Solent residence where SA staff and students are accommodated.

## Address of main site/head office

Main site: Spark Building, Solent University, East Park Terrace, Southampton SO14 0YN  
Head office: AVC House, 21 Northampton Lane, Swansea SA1 4EH

## Description of sites visited

The Spark building is situated on the main university campus in the centre of Southampton, and overlooks the city's East Park. It has a 60-metre central atrium and provides dedicated classrooms and a staffroom over three storeys for the use of SA. In addition SA has use of two lecture theatres, and social space in the atrium area, which are shared with another visiting ELT summer school. Both theatres have surround sound and cinema-quality projection. The Spark also has a reception area and café/shop on the ground floor. Meals are taken in the adjacent East Park Terrace refectory. The university has recently opened a sports centre next to the Spark building which SA students use for some of their sporting activities. In the first week of the course the SA programme is located in the Sir James Mathews building, a five-minute walk from the central campus, as the Spark is used by the university for graduation.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

SA provides English language tuition of 15 hours per week in the mornings and a social, cultural and sports activity programme in the afternoons and evenings.

## Management profile

The director of SA has developed the model of his junior summer school, and is responsible for the marketing and all the logistical planning. Management of SA is the responsibility of the director in partnership with the centre manager. The academic manager, who has a fixed term contract, is responsible for ELT management and line manages the teachers, although operationally some functions, such as teacher recruitment and course design, are undertaken by the director. Additionally, the director manages the activities programme and the activity staff. The centre manager is responsible for the day-to-day running of the programme. He is also the safeguarding lead and the 24-hour emergency contact, and has overall responsibility for the management of summer school staff.

## Accommodation profile

The school only provides residence accommodation. All students are accommodated in a single university residence a ten-minute walk from the main teaching campus. All the accommodation is in single ensuite rooms. Students have personalised fobs to enter their own room and their access corridor, they cannot access other areas of the building. The residence has a large common room and laundry facilities for student use. Group leaders have rooms adjacent to their students to facilitate supervision and all but one of the SA staff are distributed throughout the building for additional supervision purposes. One inspector visited the residence and viewed the facilities.

## Summary of inspection findings

### Management

The provision meets the section standard. SA has a tangible set of values which is shared with and by staff, and clear plans to realise its strategic objectives. Feedback, which informs change, is systematically gathered. Dealings with agents are carried out sensitively and efficiently. However, human resource practice needs reviewing. Some aspects of publicity require greater detail. There is a need for improvement in *Publicity*.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. SA's premises are stimulating and highly conducive to work and study. They are supplemented well by the facilities of the surrounding university campus. Up-to-date learning resources cater effectively for the needs of students, but the teachers are not so well served. *Premises and facilities* is an area of strength.

### Teaching and learning

The provision meets the section standard. Teachers are adequately qualified and have sufficient experience for their roles. The academic manager deploys, supports and monitors teachers effectively. Courses have been thoughtfully designed but now require more thorough review in relation to the balance of the various strands. Procedures for managing learners are sound. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. Overall SA provides its students with appropriate pastoral care, support and information. The school accommodation is suitable and well managed. The leisure programme is designed to enhance the students' learning experience and it is appropriately resourced.

### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students within the school; and in the leisure activities and accommodation provided. There is a clear and comprehensive safeguarding policy but there is no information on how to deal with delayed suitability checks. Safer recruitment is practised but there are some gaps in reference record keeping. Staff are well trained and systems for student safety in and outside class are satisfactory.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Met
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.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	Strength
<b>Comments</b>	
M1 The educational goals and ethos of SA are clearly stated and effectively conveyed to both staff and students through the use of a sailing metaphor which links to location, some activities and class nomenclature. All staff are committed to the integrated collaborative model that this promotes.	
M4 Communication channels, both prior to and during the programme, are very effective. Frequent informal and productive day-to-day contact is supplemented well by sufficient formal meetings. Information is conveyed through a range of media, including comprehensive handbooks.	
M7 Self-evaluation is thorough. Review and evaluation takes account of input from a range of sources including feedback from staff, students and the host institution.	

<b>Staff management and development</b>	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

<b>Comments</b>	
M9 Job descriptions are generally clear, but the centre manager's does not state his role as safeguarding lead, although this is known to all through other channels.	
M10 Procedures for the recruitment and selection of staff are not comprehensive. Checks of identity and applicants' right to work in the UK are not made. Prose references which do not explicitly comment on the applicant's suitability to work with under 18s are not followed up. Verification of qualifications and the collection of two references per applicant has not been sufficiently systematised. By the end of the inspection the director had obtained missing documentation in these two areas, so this aspect is no longer a point to be addressed.	
M11 Procedures for staff induction are very thorough. They include a pre-course induction period where realistic scenarios for aspects of welfare are discussed, and detailed handbooks for new staff, including group leaders.	

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

<b>Comments</b>	
SA does not deal directly with students or their parents, as all groups are recruited through agents.	
M16 Refund policy is sensitively handled. Terms and conditions are applied flexibly when the director judges circumstances require it.	

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

### **Comments**

There are three vehicles for publicity, the brochure *SA Summer School 2019 Programme*, a four-page supplement *SA Summer 2019 Programme – Southampton Solent University* and the SA website. The former is translated into French, Greek and Italian. The latter is simply to register a presence on the web. All are essentially aimed at agents, and via them parents, not the general public. The brochure and supplement include details not contained on the website, and for a reader to obtain a full picture of the provision they need to be read in conjunction.

M22 The publicity is generally accurate and gives rise to realistic expectations. However, the maximum class size is advertised as 15, but was exceeded in two cases.

M24 This criterion is met, but the times of classes are not indicated, though a clear timetable is set out which implies that classes take place in the morning. And publicity clearly states that classes take place in the morning, along with the number of contact hours per week.

M26 The description of the level of care and support given to under 18s is too general, despite this area being competently managed in practice.

M28 Teaching staff employed on the 2019 summer school were not 'fully qualified'.

### **Premises and resources**

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

### **Comments**

P1 The two-year old Spark building provides a spacious, comfortable, and inspiringly contemporary environment for study and work. It is very well designed, decorated and maintained, with good access to relaxation space in the atrium.

P2 Classrooms are specifically designated for SA use, and are spacious, designed to seat 30 students comfortably, flexibly furnished and equipped well. The air conditioning is efficient. The design and decorative standard of the two lecture theatres, each configured differently, and the sports hall, is extremely high.

P3 Students have ample indoor space to congregate and can also use the park opposite the Spark. The campus refectory is a short walk away. The single ensuite study bedrooms and the ground floor common room which the students occupy in the residence also provide appropriate spaces for the afternoon rest period.

<b>Learning resources</b>	<b>Met</b>
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength

P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Not 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 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
<b>Comments</b>	
P7 For the average two-week course resources for students are more than adequate. One coursebook series is provided as the core text for each level. A large, varied collection of graded readers, and exercise books to use as a record of work and a diary, support the coursebook materials.	
P8 There are no resources specifically for teachers.	

## Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
<b>Comments</b>	
T1 The rationale for one member of staff without a Level 6 qualification is accepted as they have a Level 5 qualification and relevant life experience.	
T2 Rationales are accepted for both teachers without ELT/TESOL qualifications within the context of this inspection. Acceptance rests on the fact that they had both followed initial TEFL training programmes with reasonable academic input and teaching practice even though these did not fully meet Scheme requirements.	

<b>Academic management</b>	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Not met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met
<b>Comments</b>	
T8 Insufficient attention is paid to the effects of continuous enrolment. SA teachers encounter it as groups may enrol for two or three week courses, and occasionally for ten days. No account is taken of it in course design or in practical guidance on lesson planning.	

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met

T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Strength
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

#### Comments

T13 Precise information for students on the week's proposed outcomes is lacking. No written course outlines are provided, and weekly plans are not drawn up by the class teachers. This results in inconsistent implementation of the course design for students, in relation to the amount of coursebook to be covered, and the role and extent of both the graded readers and the diary writing in the syllabus.

T14 Thought has been given to this area, and has resulted in successful linguistic integration of excursions and some activities into the materials used in the classroom.

T15 Study and learning strategies are not systematically addressed in the course design, and there is no guidance on their role in the teachers' handbook.

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

#### Comments

All applicable criteria in this area are fully met.

#### Classroom observation record

Number of teachers seen	11
Number of observations	11
Parts of programme(s) observed	Both the first period and the second period, which have different objectives, were observed.

#### Comments

None.

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Not met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met

T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

#### Comments

T23 Teachers displayed satisfactory knowledge of grammatical structures, giving clear explanations and providing suitable and generally accurate models of English in use. Their work to develop students' phonology and lexis was limited, with insufficient noticing of students' systematic pronunciation errors, or recording on the board of incidental vocabulary.

T24 The chosen coursebook provided a balanced range of skills work, including a life skills element, but there was no evidence that lessons had been specifically tailored to learners' needs. There was very limited planning for differentiation, which would have been appropriate given the age, as well as the ability, range in some classes. There was inconsistent use of graded readers and diary writing across the levels, but it was not evident that this disparity was planned in the light of the specific needs of the groups.

T25 The lesson plan template was helpful in guiding teachers to identify outcomes, and aims and objectives in plans were generally well expressed. These were not consistently shared with students in written form, or reviewed.

T26 A good range of teaching techniques was in evidence: among others, inspectors observed elicitation, nomination, students invited to write on the board, students mingling, groups rotating, and the use of prompt cards. Teachers planned lessons with a variety of activities both sedentary and kinaesthetic, which kept these young learners involved.

T27 Board writing was good with effective use of colour and delineated areas of the board. In better segments technology was well used and managed confidently. Teachers introduced a variety of media, such as film clips and a thesaurus. The flexibility of the classroom furniture was fully exploited in a number of segments observed.

T28 In better segments, students were pushed to be self-critical and examine their language, encouraging them to develop more precise meanings. Praise was used effectively, but not over-used, and checking on the accuracy of, for example, verb tenses, was well managed. Limited feedback on pronunciation above the word level was observed.

T29 There was a good balance of input and practice, and the coursebook was used to support learning. Making learning explicit and visible to the students was only observed in better segments.

T30 Lessons were generally well controlled. Mobile phones were sometimes consigned to boxes, but were allowed for useful and meaningful practice. Teachers created effective opportunities for personalisation, and students were generally engaged and working purposefully.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme. Segments observed ranged from excellent to unsatisfactory, with the majority satisfactory. Teachers had a sound knowledge of grammar and provided suitable models of English. The content and topics of lessons were broadly appropriate and activities logically sequenced, but were not obviously planned to reflect students' specific needs. Teachers used a good range of teaching techniques competently and managed classroom resources well. Feedback to students and error correction were satisfactory as were activities planned to check students' learning. Little was done to encourage students to think about their own learning strategies. Teachers were skilled at establishing positive relations in their classes and students were generally interested by their lessons.

#### Welfare and student services

<b>Care of students</b>	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met

W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met
<b>Comments</b>	
W6 The airport transfer system is very good and includes a personalised meet and greet service from SA staff.	
<b>Accommodation (W9–W22 as applicable)</b>	
<i>All accommodation</i>	Met
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
<b>Comments</b>	
W9 The accommodation provision is of a high standard including well-appointed single ensuite rooms and good Wi-Fi access for all students.	
W12 Written confirmation is clear. It is sent to agents who then inform parents, rather than directly to the students.	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
<b>Comments</b>	
None.	
<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
<b>Comments</b>	
None.	
<b>Leisure opportunities</b>	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength

W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

### Comments

W23 The access and provision are very good with, for example, a range of pre-booked tickets to cultural sights and a variety of sporting activities.

W25 The programme is very well planned and efficiently implemented, including thorough briefings for staff and group leaders.

W26 Although risk assessments are in place they do not include information on how to respond to situations where students are at risk.

### Safeguarding under 18s

Safeguarding under 18s	Met
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.	Not met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
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.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
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 Although the safeguarding policy covers, for example, safer recruitment and child protection response procedures, it does not include guidance on handling delayed suitability checks.

S4 Recruitment procedures are generally satisfactory, although two references for all relevant staff were not available on file.

### 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	16–17 July 2019
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
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

### Private sector

Date of foundation	6 October 2004
Ownership	Name of company: Summers Abroad Company number: 05251670
Other accreditation/inspection	N/a

### Premises profile

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

### Student profile

	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	23	23
Full-time ELT (15+ hours per week) aged under 16	141	141
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>164</b>	<b>164</b>
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	French, Greek, Italian, Spanish	French, Greek, Italian, Spanish
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

### Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	11	11
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	11	
Number of academic managers for eligible ELT courses	1	1

Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	10	

**Academic manager qualifications profile**

Profile at inspection		
Professional qualifications	Number of academic managers	
TEFLQ qualification	1	
Academic managers without TEFLQ qualification or three years relevant experience	0	
Total	1	
Comments		
None.		

**Teacher qualifications profile**

Profile in week of inspection		
Professional qualifications	Number of teachers	
TEFLQ qualification	0	
TEFLI qualification	8	
Holding specialist qualifications only (specify)	0	
Qualified teacher status only (QTS)	1	
Teachers without appropriate ELT/TESOL qualification	2	
Total	11	
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	164
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	164
Overall total adults + under 18s	164	