

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection

ORGANISATION: The Summer Academy

ADDRESS: 5 Ravenscourt Road
Hammersmith
London
W6 0UH

HEAD OF ORGANISATION: Mr James Hewer

DATE OF INSPECTION: 23 July 2015

ACCREDITATION STATUS AT INSPECTION: Candidacy accreditation

DECISION ON ACCREDITATION:

- Accreditation awarded for the full four-year period.
- Decision on accreditation deferred.
- Award of accreditation refused.

Date: 10 Sep 2015

1. Background to the organisation

The Summer Academy is the trading name of Academic Summer Academies Ltd, a limited company with three directors/shareholders. The Summer Academy is a two-week residential summer school for international students aged nine to 13. The programme's first year in 2015 has been planned to take place at Sunningdale School, a well-known private preparatory school in Berkshire (which has 105 boys aged seven to 13) on a 26-acre site hired for two weeks on an exclusive basis.

The Summer Academy's three founders/directors have a background in education; one director was for 13 years a fully-qualified teacher in independent boarding prep schools, the final five years of which he was Senior Master in charge of pastoral care. He is founder of an educational consultancy preparing international families for UK schools. The other two co-directors founded a leading Hong Kong education and tuition company focusing on teaching high-level academic English. The directors design programmes for students in transition to UK boarding schools, and are experienced private tutors and TEFL-qualified teachers. They also recruit and train teachers to implement their projects.

The Summer Academy programme has been planned by two directors with a background in designing academic English courses for international students. They undertook extensive market research with existing clients in Asia to help shape the programme. The directors' existing Hong Kong company has operated similar programmes in Hong Kong for the past seven years.

A key feature of the first summer programme in 2015 is the combination of academic and social/cultural/sporting activities geared to the abilities and interests of young people, with whom The Summer Academy has an excellent understanding due to previous experience with their families, particularly in Hong Kong.

2. Brief description of the current provision

This year's summer programme includes academic English lessons, focusing on the study of literature, combined with excursions to Oxford and Windsor, and a range of extra-curricular enrichment activities to develop skills such as leadership and teamwork. The programme is being run by the three course directors and a team of academic and pastoral staff, of which two Housemistresses have been appointed from the existing staff of Sunningdale School, and some other school staff are on site, including the bursar and site manager. The three activity leaders appointed are freelance university students. All lessons take place on site.

Students board in single-sex dormitories. The Academy initially expected approximately 50 international students, recruited from a wide range of countries and through various methods, including the directors' personal networks, such as existing links with school registrars, agencies, listings on internet sites and a database of potential clients. 27 students aged from nine to 13 were actually enrolled, of whom 11 are female and 16 male. Nearly all are from the Far East, with two from Bermuda and one from Saudi Arabia.

3. Inspection process

The stage 3 inspection took place over one day with one inspector at Sunningdale School. As well as observing the programme in operation, the inspector scrutinised documentation and spoke to summer Academy staff, other staff engaged on the programme, including permanent Sunningdale staff, and pupils.

PART B - JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the provider.

INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider is effectively managed

- | | | |
|-----|---|---|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the provider and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff and those working at the delivery venue/s. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

The directors work very closely together, and two are administrators. As this is the first course run at Sunningdale school, directors are building their practical knowledge of how the course will run in this setting.

Exceptionally good relationships between the directors and other staff members including teachers, activity leaders and Sunningdale welfare staff were observed at stage 3.

2. The administration of the provider is effective

- | | | |
|-----|---|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the provider. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.6 | Administrative offices are adequate in size and resources for the effective administration of the provider. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

One director takes the lead for administration and all have an exceptionally good grasp of requirements relating to policy, procedures and data. Policies such as health and safety and safeguarding are clearly being well implemented on the course. Excellent school facilities were seen at stage 3 for administration and co-ordination of activities and administration was seamless with that of the school.

3. **The provider employs appropriate managerial and administrative staff**

- 3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. Yes No
- 3.2 Experience and qualifications claimed are verified before employment. Yes No
- 3.3 There is an effective system for regularly reviewing the performance of staff. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

The directors state in their self-evaluation that recruitment procedure and staff review is in the process of development. A well-written staff handbook was seen. Since stage 2, the directors have added a section on performance appraisal to ensure that teachers are fully aware of the system for monitoring performance on the programme. All three teachers used have been observed by the directors and will receive formal feedback, both during the mid-course staff meeting and at the end of the two weeks' course, to aid their further professional development in the context of summer short course teaching. This is very good practice.

4. **Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the provider and its programmes**

- 4.1 Text and images provide an accurate depiction of the provider's location, premises, facilities and the range and nature of resources and services offered. Yes No
- 4.2 Information on the courses available is comprehensive, accurate and up to date. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

The brochure is attractive and accurate and the website has been designed by a specialist designer. Parents have provided positive feedback about the website and have made constructive suggestions for the future regarding possible additional features. Full safeguarding of personal information and procedures for data collection, medical situations and use of photographs suggests a high standard of communication between The Summer Academy and its clients.

Photographic images on social media of the visit to Oxford the previous day indicated an excellent depiction of activities carried out by the students.

5. **The provider takes reasonable care to recruit and enrol suitable participants for its courses**

- | | | |
|-----|---|--|
| 5.1 | Entry requirements for each course, including those relating to language ability, are set at an appropriate level and clearly stated in the course descriptions seen by prospective participants. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 5.2 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 5.3 | The provider replies to all application enquiries promptly and appropriately and briefs all stakeholders properly on the nature and requirements of its programmes. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. | <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA |

This standard is judged to be: Met Partially Met Not Met

Comments

Most of the children attending are expatriate children who are bi-lingual and, in lessons seen and in discussions, they clearly meet the English language requirements (level B1 in terms and conditions). The 27 students were divided into three age-related groups of nine which proved very effective academically and socially.

6. **There is an appropriate policy on participant attendance and effective procedures and systems to enforce it**

- | | | |
|-----|---|--|
| 6.1 | There is a clear and published policy on participant attendance and punctuality. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.2 | Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 6.3 | Participant absences are followed up promptly and appropriate action taken. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

Parents are made fully aware of requirements in the handbook and at enrolment. Accurate registers were seen in operation in Sunningdale and were taken several times during the day. This is exceptionally good practice as every child is closely monitored at all times.

7. **The provider regularly obtains and records feedback from participants and other stakeholders and takes appropriate action where necessary**

- 7.1 The provider has effective mechanisms for obtaining feedback from participants and other stakeholders (such as staff, partner providers and employers) on all aspects of the provider's provision, including formal participant representation where appropriate. Yes No
- 7.2 Feedback is obtained, recorded and analysed on a regular basis. Yes No
- 7.3 The feedback is reviewed by management and action is taken where necessary. Yes No
- 7.4 There is a mechanism for reporting on the provider's response to the feedback to the participant body. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

Staff and student feedback forms will be distributed at the end of the course. A staff meeting has been arranged mid-course for interim feedback and directors will respond to any concerns. Directors, teachers and activity leaders informally discuss and analyse ongoing student feedback several times during the day and there are formal feedback slots at the end of the day, which is very good practice.

There are excellent systems for daily feedback from teachers, activity leaders and students; students compile a daily 'blog' (diary), and examples seen on The Summer Academy website showed outstanding practice.

8. **The provider has effective systems to review its own standards and assess its own performance with a view to continuing improvement**

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance. Yes No
- 8.2 Reports are compiled which present the results of the provider's reviews and incorporate action plans. Yes No
- 8.3 Action plans are implemented and regularly reviewed. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

After this year's first course, directors plan a meeting to collate and review reports, evaluate staff and student feedback, and make changes for future courses as appropriate. Each child will receive three reports on one document: from the teacher, pastoral staff and from the directors including their academic progress, general social interaction in the boarding environment, and their character and attitude. This will go to parents. Directors plan to collate the feedback from students, staff and parents to produce an end-of-course evaluative report and action plan for the future. This is excellent practice.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Programme management is effective

- | | | | | |
|-----|--|--------------------------------------|--------------------------|--------------------------|
| 9.1 | There is a suitably qualified and experienced programme manager or management team with responsibility for teaching, learning and assessment and the management of the body of trainers. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 9.3 | The allocation of trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of teaching and learning resources. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |

This standard is judged to be: Met Partially Met Not Met

Comments

A highly effective teaching team was observed. The three experienced and well qualified teachers have planned challenging 'fun' lessons which engage students well in practical and academic activities. Teachers are responsible for producing their own plans, and there is exceptionally good communication between the directors and teachers regarding the scheme of work, lesson activities and the promotion of happy and confident students during the two weeks. Appropriate materials were used for a variety of activities on this week's theme of Magic, and the overall timetable has worked well, including an action-packed day trip to Oxford where students visited the museum and went on a treasure hunt. The school's extensive facilities are well utilised by The Summer Academy teachers and activity leaders.

10. The courses are planned and delivered in ways that enable participants to succeed

- | | | | | |
|------|---|--------------------------------------|--------------------------|-------------------------------------|
| 10.1 | Courses are designed and delivered in ways that allow participants to develop the knowledge and skills which will be required for final examinations or assessments or which meet stakeholders' requirements. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 10.4 | Participants are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 10.5 | The academic backgrounds and particular needs of participants are taken into account in the classroom delivery of the course. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |

This standard is judged to be: Met Partially Met Not Met

Comments

Courses are designed to meet individual needs as much as possible following initial discussion with parents. Students receive extremely useful ongoing assessment on their progress in activities from all staff. This helps them develop good academic, social and cultural skills, as well as problem-solving and team-work; altogether an exceptionally well-blended experience.

Standards of written English seen from the students were high.

11. **Trainers are suitable for the courses to which they are allocated and effective in delivering them**

11.1 Trainers are appropriately qualified and experienced. Yes No

11.2 Trainers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively. Yes No

11.3 The appraisal procedures for trainers incorporate regular classroom observation. Yes No

11.4 Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants. Yes No

11.5 Trainers respond to different learning needs of participants where appropriate, taking various learning styles into account in their planning and delivery of lessons. Yes No

11.6 Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

Following recommendation at stage 2 that a summary of performance review requirements for teachers is included in the staff handbook, this has now been implemented and teachers are fully aware of this.

Regular classroom observation is fully implemented.

12. **The provider provides participants and trainers with access to appropriate resources and materials for study**

This standard is judged to be: Met Partially Met Not Met

Comments

The private school hired on contract for two weeks has excellent facilities, praised in the 2012 ISI report.

13. **Participants receive appropriate assessment and feedback on their performance and progress, which are effectively monitored**

- | | | | | |
|------|---|--------------------------------------|--------------------------|-------------------------------------|
| 13.1 | Feedback is given to individual participants tailored to meet their specific needs and constructive in its nature and delivery. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 13.2 | Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to participants and trainers. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 13.3 | Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 13.5 | Additional support or advice on alternative courses is provided to participants who are judged not to be making sufficient progress to succeed. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 13.6 | Participants have appropriate access to trainers outside class time. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |

This standard is judged to be: Met Partially Met Not Met

Comments

The Summer Academy plans to collate reports and send to parents at the end of the course.
The Summer Academy staff view students' progress on this two-week course not as specifically academic, but largely cultural and social, whereby students are gaining skills such as problem-solving and teamwork.

14. **The provider offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate**

This standard is judged to be: Met Partially Met Not Met NA

Comments

15. **There is a clear rationale for courses leading to unaccredited or internal awards**

- | | | | | |
|------|---|---------------------------|--------------------------|-------------------------------------|
| 15.1 | There is a clear statement of the level claimed relative to the NQF/QCF and evidence that participants who receive the award meet the stated requirements for that level. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 15.2 | There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 15.3 | External moderators are involved in the assessment process where appropriate. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |

This standard is judged to be: Met Partially Met Not Met NA

Comments

16. **There are satisfactory procedures for the administration of examinations and other means of assessment**

- 16.1 The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration where appropriate. Yes No NA
- 16.2 For internal assessments and awards, there are effective systems in place for examination security and administration, and clear procedures for participants to appeal against their marks. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments

INSPECTION AREA - PARTICIPANT WELFARE

17. **Participants receive pastoral support appropriate to their age, background and circumstances**

- 17.1 There is at least one named staff member responsible for participant welfare who is suitably trained, accessible to all participants and available to provide advice. Yes No NA
- 17.2 Participants receive appropriate advice before the start of the programme. Yes No
- 17.3 Participants receive an appropriate induction and relevant information at the start of the programme. Yes No
- 17.4 Participants are issued with a contact number for out-of-hours and emergency support. Yes No NA
- 17.5 The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

It was recommended at stage 2 that:

1) The Summer Academy produces a single central record listing DBS numbers of checked staff for ease of administration and monitoring.

This was seen during the inspection and is comprehensive and fit for purpose (although not statutory).

2) Children are given a brief formal introduction to health and safety provision during the welcome dinner.

Students and directors verified that this took place so that students are fully aware of aspects such as fire precautions and first aid: a 'walk through' mock fire evacuation was organised on the first evening - very good practice.

Girls and boys have separate pastoral teams comprising activity leaders working with the two Housemistresses (employed by the school), which demonstrates a high level of safeguarding and supervision.

18. **International participants are provided with specific advice and assistance**

- | | | |
|------|--|---|
| 18.1 | International participants receive appropriate advice before their arrival on travelling to and staying in the UK. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.3 | Information and advice specific to international participants continues to be available throughout the course of study. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.4 | Provision of support takes into account cultural and religious considerations. Where possible, participants have access to speakers of their own first language. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met NA

Comments

There is comprehensive advice in the parents' handbook.

19. **The fair treatment of participants is ensured**

- | | | |
|------|---|---|
| 19.1 | Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.2 | Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

Very fair refund terms were noted.

The complaints procedure in the parents' handbook includes reference to the BAC complaints procedure.

20. **Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised**

- 20.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of participants. Yes No
- 20.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated. Yes No NA
- 20.3 Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of participants and their property. Yes No
- 20.4 A level of supervision is provided appropriate to the needs of participants. Yes No
- 20.5 Separate accommodation blocks are provided for participants under 18. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments

The residential accommodation within the school was inspected and a high level of supervision was observed for the students. Boys and girls are housed separately but adjacently.

The high standard of the residence accommodation was evidenced in the ISI report 2012.

There was a walkthrough on the first evening (referred to above) and two fire drills have taken place subsequently, day and night.

Staff ensure that students keep their rooms and belongings tidy. The Housemistresses ensure that any students with medical needs are closely monitored and any medical disbursements are meticulously recorded.

21. **Where home-stay accommodation is organised, the welfare of participants is ensured and the provider's relationship with hosts is properly managed**

- 21.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back. Yes No
- 21.2 Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider. Yes No
- 21.3 The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No
- 21.4 Appropriate advice and support is given to both hosts and participants before and during the placement. Yes No
- 21.5 Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems. Yes No

This standard is judged to be: Met Partially Met Not Met NA

Comments

22. **The provider provides an appropriate social programme for participants and information on leisure activities in the area**

- 22.1 Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. Yes No
- 22.2 The social programme is responsive to the needs and wishes of participants. Yes No NA
- 22.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants. Yes No NA
- 22.4 Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments

There is a comprehensive enrichment programme of sports, arts and crafts, and social activities including trips to Oxford and Windsor. Other activities include Olympics on the last day. Regular slots in the timetable for social time allow the children to talk to new friends, play supervised games and, for a limited period each day, use social media. Internet surfing is subject to strict school filters. Because this course allows students to meet and get to know a lot of new friends in a boarding environment, the social programme is of exceptionally high value to them.

INSPECTION AREA - PREMISES AND FACILITIES

23. **The provider has secure possession of and access to its premises**

- 23.1 The provider has secure tenure on its premises. Yes No NA
- 23.2 Where required, the provider has access to suitable external premises for training purposes of a temporary or occasional nature. Yes No NA

This standard is judged to be: Met Partially Met Not Met

Comments

There is a secure rental contract at the private school which has extensive grounds and enviable outdoor sports facilities.

24. **The premises provide a safe, secure and clean environment for participants and staff**

- 24.1 Access to the premises is appropriately restricted and secured. Yes No
- 24.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No
- 24.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to participants, staff and visitors. Yes No NA
- 24.4 General guidance on health and safety is made available to participants, staff and visitors. Yes No
- 24.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. Yes No
- 24.6 There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors. Yes No
- 24.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No
- 24.8 There is adequate heating and ventilation in all rooms. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

There is exceptionally secure access and supervision. The rented area of the school is completely separated from other parts of the school which contain laboratories etc.

Very good safeguarding procedures were evidenced. The Summer Academy and school staff ensure that students do not have unrestricted access to social networking.

25. **Training rooms and other learning areas are appropriate for the courses offered**

- 25.1 Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. Yes No
- 25.2 Training rooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course. Yes No NA
- 25.3 There are facilities suitable for conducting the assessments required on each course. Yes No NA

This standard is judged to be: Met Partially Met Not Met

Comments

Sunningdale School laboratories and workshops are closed off to The Summer Academy students.

26. **There are appropriate additional facilities for participants and staff**

- 26.1 Participants have access to sufficient space and suitable facilities for private study, including library and IT resources. Yes No NA
- 26.2 Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No NA
- 26.3 Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No NA
- 26.4 Participants and staff have access to storage for personal possessions where appropriate. Yes No NA
- 26.5 There are individual offices or rooms in which trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

There is extensive space inside the rented area of the school and in the grounds.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated. Yes No

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

The team of three directors has a very good range of experience and qualifications in order to offer a short summer course of this type for under 18s.
The management and administrative staff are of high quality.
The private school being used for the programme has excellent facilities, inside and out: it received an excellent ISI report in 2012.

Actions required	Priority H/M/L
None.	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

A day sampled from the planned two-week programme for 19 July to 1 August 2015 proved that teaching, learning and ongoing assessment of students' skills and personal qualities were excellent.
Very effective teaching team of The Summer Academy directors, activity leaders and Sunningdale staff.

Actions required	Priority H/M/L
None.	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

PARTICIPANT WELFARE

Provider's strengths

The directors, teachers and activity leaders have excellent knowledge and understanding of welfare requirements.
The school meets safeguarding and welfare requirements exceptionally well; the school site is very safe and secure.
The welfare of summer school students is given a high priority at all times by The Summer Academy staff, including on trips out and in the boarding section of the school. This results in students being well and happy.

Actions required	Priority H/M/L
None.	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

PREMISES AND FACILITIES

Provider's strengths

The premises are excellent for the summer course, with ample space and exceptional facilities available, including a good range of sports facilities and equipment. The boarding area is very well maintained and supervised.

Actions required	Priority H/M/L
None.	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

RECOMMENDED AREAS FOR QUALITY IMPROVEMENT

The Summer Academy should ensure that guidance on safeguarding legislation and desirable practice is regularly updated in staff and parents' handbooks to reflect the latest national guidance.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Excellent standard of compliance contributes to a high level of safeguarding for students under 18.