

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Short Course Provider (SCP) Re-accreditation Inspection

**NAME OF PROVIDER:** The Summer Academy

**ADDRESS:** 5 Ravenscourt Road  
Hammersmith  
London  
W6 0UH

**HEAD OF INSTITUTION:** Mr James Hewer

**DATE OF INSPECTION:** 29-30 July 2019

**ACCREDITATION STATUS AT INSPECTION:** Accredited

### DECISION ON ACCREDITATION:

- Re-accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation to be withdrawn

DATE: 26 September 2019

## PART A – INTRODUCTION

### 1. Background to the institution

The Summer Academy (the Provider) is the trading name of Academic Summer Academies Limited. It is a limited company with three directors, who are also its shareholders. The Summer Academy is also the name of the course offered by the Provider. Delivered at Cheam School, a private preparatory boarding school, it is a one, two- or three-week residential summer school for international participants. It is designed to provide the participants with an idea of what it is like in a real British boarding school. Most of the participants are planning to attend boarding schools in the United Kingdom (UK). The course also provides an opportunity for participants to improve their English language skills.

The three directors have a background in education and provide the day-to-day management of the programme. In addition, one of the directors is responsible for health and safety and safeguarding. The three directors are supported by the teacher and activity teams, which include activity leaders. In addition, a housemistress, who is employed by Cheam School and who is a trained nurse, is present during the summer school to support the staff and the students. The school's chefs and cleaners also work for the Provider during the summer school. Cheam School's bursar and site manager are also present to support the Provider as required.

For the first four years the Summer Academy took place at Sunningdale School in Berkshire. Since 2019, it has been located at Cheam School near Newbury in Berkshire. Cheam School occupies a 103-acre site and the Provider hires it for a total of three weeks to run its summer school. The address in Hammersmith, London is the company's registered office.

### 2. Brief description of the current provision

The Provider offers a one, two- or three-week residential summer school for international participants, who are aged 7 to 14. The summer school uses a combination of academic, social, cultural and sporting activities to match the abilities and interests of the young people who attend. In the mornings, the participants cover academic subjects including English Language lessons.

In the afternoon there is a range of complementary activities, including sporting activities, film making and drama. In addition, there are excursions to places such as Oxford, Windsor, Longleat and Eton. These day trips involve activities such as treasure hunts, picnics and water sports. There is also a range of extra-curricular enrichment activities, which help to develop skills such as leadership and teamwork. Some of the activities are themed. One recent example is based on the theme of science and involves developing robots and hot air balloons. The activities are designed for enjoyment and also to develop the participants' English language skills.

For those participants whose English language skills are less well developed, the Provider offers more traditional English language courses focusing on spoken and written English. These also follow different themes such as British culture and the Royal Family. The aim is to help participants to progress to the next level of competency in English language.

The inspection took place on the third week when there were 36 participants enrolled on the course. The majority of these are boys. The participants come from a wide range of different countries. Half come from East Asia including China, Hong Kong, Malaysia, Japan and Singapore and the rest from other countries including the United States of America, Germany, Greece, Czech Republic, Yemen, Spain, Australia and Nigeria.

All the students are under 18 and the teaching is face-to-face in the classroom. All the students are under 18. Most teaching is in mixed-age groups. Half the students enrol via the website and the rest come via agents. Most enrol during March and April.

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### 3. Inspection process

The inspection was conducted by one inspector and took place over one and a half days. Interviews were held with the directors, academic and pastoral staff and students. Two lessons and one activity session were observed and documentation scrutinised. The inspection took place on new premises. The Provider was extremely helpful in making the necessary documentation available to the inspector and facilitating the inspection.

### 4. Inspection History

<b>Inspection Type</b>	<b>Date</b>
Stage 2 inspection	19 January 2015
Stage 3 inspection	23 July 2015
Interim inspection	26 July 2016
Random Spot Check inspection	27 July 2018

## PART B - JUDGMENT AND EVIDENCE

The following judgments and comments are based upon evidence seen by the inspector during the inspection and from documentation provided by the organisation.

### 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

Clear lines of communication and accurate job descriptions have created well-understood reporting lines that ensure the staff team work together effectively.

The three directors have worked together for many years and draw upon a wealth of experience in running similar programmes.

There are weekly staff meetings and a close working relationship between the directors and the teaching staff. Teaching staff report that the directors are approachable and on site for the duration of the course.

#### 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood.           | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the provider.          | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.5 | Data collection and collation systems are effective.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

The operation is well managed, and the three directors carry out all the administrative tasks. They effectively manage their separate areas of responsibility but also work together well. Staff contracts give staff a clear view of their duties.

Policies are succinct and appropriate and reflect the size and scale of the Provider. The student code of conduct and the terms and conditions of booking are all available on the website. Other policies such as the complaints policy are available on request.

One of the directors is the lead for data collection and there is a central electronic record of information relating to staff and participants which is regularly updated. Data collection and collation systems are effective.

**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 three directors directly and effectively carry out all the management and administration

Many teaching and pastoral staff are known to the directors prior to the start of the course and some are recruited through an agency. Their qualifications are checked and references taken up prior to employment and collated on a central register.

The directors frequently observe teaching and give the staff regular informal feedback during the course. Individual written feedback is given at the end of the course.

**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**

There is comprehensive information on the website and a policy on website use. It makes clear that the aim of the course is to give participants an experience of English boarding school life. Both text and images give an accurate representation of the premises and programme offered by the Provider.

Participants felt well informed prior to arrival and considered the information on the website gave an accurate reflection of what to expect upon arrival.

**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.  Yes  No  NA

5.2 A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified.  Yes  No  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.  Yes  No  NA

5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.  Yes  No  NA

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

## Comments

Many participants are already known to the directors or their agents prior to application. Overseas applicants to British boarding schools who come to Summer Academy courses are usually working with a tutor or agent prior to coming on the courses. This ensures that participants have the relevant prior experience and levels of educational attainment.

Applicants who are not known are usually interviewed by telephone. Standards of spoken English are informally assessed at interview and upon arrival.

Most of the children have high levels of spoken English and this is apparent in the classroom and in conversations. The care taken with the recruitment of participants is impressive and contributes to the success of the courses.

The directors have well-established long-term working relationships with most of the agents.

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

- |     |   |   |   |
|-----|---|---|---|
| 6.1 | There is an appropriate, clear and published policy on participant attendance and punctuality.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 6.3 | Participant absences are followed up promptly and appropriate action taken.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

**This standard is judged to be:**

Met  Partially Met  Not Met

## Comments

Participants are aware of the regulations regarding attendance from the information given to them at induction.

Attendance is meticulously monitored several times a day including at classes and mealtimes. Detailed written records are maintained. All the students are residing on site and levels of attendance and punctuality are high.

## 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 7.2 | Feedback is obtained, recorded and analysed on a regular basis.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 7.3 | Management reviews the feedback and action is taken where necessary.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 7.4 | There is a mechanism for reporting on the provider's response to the feedback to the participant body.  | <input type="checkbox"/> Yes            | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

**This standard is judged to be:**

Met  Partially Met  Not Met

## Comments

The directors create frequent opportunities for informal feedback to the management. Participants feel that the staff listen to their requests and the Provider is clearly responsive to student feedback. An example of this is that there is now more Asian food on the menu to reflect the preference of some participants. Feedback has also informed the choice of venue.

There is a weekly staff meeting and staff feedback informs lesson planning. Directors check in with staff frequently during the day.

There is a student blog which is regularly updated and presents another opportunity for students to share their views.

**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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.2 | Reports are compiled which present the results of the provider's reviews and incorporate action plans.           | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.3 | Action plans are implemented and regularly reviewed.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

**Comments**

The Provider regularly reviews feedback from parents and participants.

There is a daily logbook kept by the directors which covers all the actions required on a day-to-day basis. After the end of the first course the directors review the information they have received and make the necessary changes for the following courses.

After the last course there is a more detailed discussion among the directors of the changes they plan to make for the following year. These review systems are effective at maintaining the quality of the courses.

**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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources.  | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |

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

**Comments**

The Directors are responsible for teaching and learning. There is an experienced site manager who has responsibility for the line management of the activity managers and activity leaders.

Trainers work from an outline given by the directors to create their own lesson plans and use their own resources. They are regularly observed by the Directors.

Trainers know from their contracts that they are able to ask the directors for the resources they need but this should also be made clear in the staff handbook.

**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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
10.3	Formative assessments appropriately reflect the nature and standards of summative examinations.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
10.4	Participants are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No	

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

### Comments

When the participants arrive, the directors discuss individual expectations with parents and participants. The emphasis is on the acquisition of social and cultural skills and preparation for life in a British boarding school.

Task orientated co-operation is more important than academic achievement. As a result of the well planned and well delivered classes, participants feel they make progress.

The courses successfully meet individual needs and give participants an accurate idea of the boarding school experience.

### 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	Trainers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	The appraisal procedures for trainers incorporate regular classroom observation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.4	Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.6	Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

### Comments

All trainers are appropriately qualified and experienced and are working as full-time teachers.

The training and experience of the teaching staff enables them to deliver effective teaching. Using outlines provided by the directors, trainers plan their own lessons and use their own teaching materials. Trainers successfully ensure full participation through questioning and a variety of interactive activities in their lesson plans. They use English language teaching across the curriculum and ensure that English is spoken at all times in the classroom.

The directors regularly observe the trainers and give them frequent verbal feedback.

Trainers are able to respond to the different ages and levels of attainment in the classroom with differentiated tasks that meet the participants' needs.

The teaching is well planned and uses a range of activities and frequent use of questioning incorporated into the lesson plans. Participants are successfully engaged during lessons.

**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**

There is excellent provision. Classrooms are well equipped and well maintained, with whiteboards, projectors and appropriate IT resources and printed handouts. Participants have access to tablet computers provided by the Provider.

**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="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> 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 type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
13.4	Participants are made aware of how their progress relates to their targeted level of achievement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
13.6	Participants have appropriate access to trainers outside class time.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met  Partially Met  Not Met

**Comments**

Student reports at the end of the course give detailed feedback from all the staff that have taught them. This is excellent practice and provides participants and their parents with an overview of academic and social progress during the course.

Following an initial assessment of English Language proficiency, participants are placed in the appropriate class. Participants are moved to different classes during the course as their attainment levels change.

Student reports at the end of the course give detailed feedback from all the staff that have taught them. This is excellent practice and provides participants and their parents with an overview of academic and social progress during the course.

On the public speaking day, the general performance of participants is assessed.

Staff are on the premises after the end of the classes so participants can speak to them.

**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 RQF and evidence that participants who receive the award meet the stated requirements for that level. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 15.3 | External moderators are involved in the assessment process where appropriate.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.2 | Participants receive appropriate advice before the start of the programme.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |                             |
| 17.3 | Participants receive an appropriate induction and relevant information at the start of the programme.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |                             |
| 17.4 | Participants are issued with a contact number for out-of-hours and emergency support.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.5 | The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |                             |
| 17.6 | Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.7 | Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |                             |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

One director is the designated safeguarding lead. The housemistress has a permanent position as Head Matron at Cheam School. She has worked in boarding schools for 14 years with students aged 7 to 18 years

Detailed information is sent out in advance and participants receive a comprehensive induction. Participants feel safe and well looked after in the dormitories with sufficient staff supervision. Participants consider that the regulations regarding access to their mobile telephones are acceptable.

The student code of conduct is available on the website and clearly outlines the behaviour expected of the students.

There is a comprehensive safeguarding policy which complies with statutory requirements and staff have received the appropriate training.

There are effective arrangements to protect participants from the risks of radicalisation and extremism. This forms part of the safeguarding policy and many academic staff have completed Prevent training. However, the safeguarding lead has not yet undertaken suitable training.

Although participants have limited access to both the internet and mobile telephones, there is no policy that references participants' use of social media and devices on site such as mobile telephones and cameras.

**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.  Yes     No

18.2 International participants receive an appropriate induction upon arrival covering issues specific to the local area.  Yes     No

18.3 Information and advice specific to international participants continues to be available throughout the course of study.  Yes     No

18.4 Provision of support takes into account cultural and religious considerations.  Yes     No

**This standard is judged to be:**

Met     Partially Met     Not Met     NA

**Comments**

Checks are made in advance by the directors to identify any issues and detailed information is provided on the website.

Upon arrival there is a detailed induction which gives participants all the relevant information about the school site as well as health and safety information. This level of care and support continues throughout the course and individual needs are appropriately addressed.

All participants are international, including the British participants who are living abroad. Most participants have had some previous visits to the UK and many of the participants are known to the directors prior to application. A few have attended previous courses with the Provider.

Participants with cultural and religious needs report that these are taken into consideration and the menu has been amended to take into account the preference of the participants.

**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.  Yes     No

19.2 Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.  Yes     No

19.3 Participants are advised of BAC's own complaints procedure.  Yes  No

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

**Comments**

The contractual terms and conditions are visible to applicants on the website and are clear and fair.  
Applicants are informed that the Provider has a complaints policy. The policy refers to the BAC complaints policy.

**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**

Residential accommodation is clean, safe and of a suitable standard.  
Residential accommodation is inspected by the appropriate authorities.  
There are regular fire practices and participants are aware of health and safety procedures.  
There is an appropriate supervision at all times and the house staff ensure that students keep the dormitories tidy.  
The trained housemistress looks after all medical issues and carefully records all medication dispensed.

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
22.2	The social programme is responsive to the needs and wishes of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
22.3	Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
22.4	Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

**This standard is judged to be:**

Met     Partially Met     Not Met     NA

**Comments**

The trainers prepare the participants for the comprehensive social programme and the participants report high levels of satisfaction with this aspect of the course, enjoying both the weekly excursions and the on-site activities.

The range of on-site social activities reflects requests from the participants, who particularly appreciate that the sporting activities were not gender-biased or overly competitive.

All activities are included in the cost of the programme and carefully supervised by appropriately qualified staff.

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
23.2	Where required, the provider has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

**This standard is judged to be:**

Met     Partially Met     Not Met     NA

**Comments**

The contract states that the Provider has exclusive use of the school for the duration of the course. The 103-acre site includes excellent sporting 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
24.4	General guidance on health and safety is made available to participants, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.5	There is adequate signage inside and outside of the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.8	There is adequate heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

The premises are secure, well maintained and health and safety standards are a top priority. Areas where there are other potential hazards are locked and gated and participants do not have access. There is no access to laboratories or the school's shooting range. Access to all pools and ponds is restricted and there is supervision of indoor and outdoor play areas when the participants are using them.

Swimming pool safety is scrupulously adhered to. All participants undergo a swimming test before they are allowed in the pool and a trained lifeguard is in attendance whenever participants are in the water.

Participants and staff are well aware of safety issues. These are explained at induction and there are regular fire practices.

The school premises are designed for a much larger number of participants so there is plenty of interior and external space for staff and participants.

### 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.2	Training rooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.3	There are facilities suitable for conducting the assessments required on each course.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

There is plenty of space in the well-equipped classrooms.

The art room provides sufficient space and light for two classes to work together. The hall has a theatre with stage lighting. The sports hall has space for five badminton courts and equipment for a range of sporting activities. Outside there are four tennis courts, a large swimming pool, a golf course, a cricket pitch and woodlands. There is also an outdoor playground area with climbing equipment.

### 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.2	Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.4	Participants and staff have access to storage for personal possessions where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
26.6	Administrative offices are adequate in size and resources for the effective administration of the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

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**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

There is more than sufficient space in the 103-acre site.

Tablet computers are rented from the school and used by the participants. The dining room, staff room and classrooms have sufficient space for the staff and students on the course.

Not all the classrooms are used for teaching so these are available for the staff to use for lesson preparation.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated

Yes     No

## PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

### MANAGEMENT, STAFFING AND ADMINISTRATION

#### Provider's Strengths

There is an effective and experienced senior management team who work together well to ensure efficient administration and leadership.

Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's Strengths

Experienced teachers provide classes that combine English Language with subject learning and are enjoyed by the participants.

There is a high level of interaction between the participants and the teachers in the classroom who successfully manage teaching to mixed age groups.

Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

### PARTICIPANT WELFARE

#### Provider's Strengths

The Provider successfully combines academic programmes with social and sporting activities.

The small dedicated and experienced staff team know each other well. Academic trainers, pastoral staff and activity managers work together well.

The staff get to know participants well during their course.

The Provider gives the participants an experience of a British boarding school.

Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

### PREMISES AND FACILITIES

#### Provider's Strengths

The premises at Cheam School are excellent, well maintained and spacious.

Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

## **RECOMMENDED AREAS FOR IMPROVEMENT**

To be reviewed at the next inspection

Information on the provision of academic resources should be made fully accessible to staff through its inclusion in a suitable document, such as the staff handbook.

The safeguarding lead should complete suitable training on the prevention of radicalisation and extremism.

There should be a suitable policy, to ensure that participants' are protected from the risks associated with the use of social media and electronic devices used on site.

## **COMPLIANCE WITH STATUTORY REQUIREMENTS**