

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection

NAME OF PROVIDER: Your English Summer

ADDRESS: 35 Woodlands Grove
Leeds
LS16 8GH

HEAD OF INSTITUTION: Mr Raphael Miller

DATE OF INSPECTION: 24-25 July 2019

ACCREDITATION STATUS AT INSPECTION: Candidacy accreditaton

DECISION ON ACCREDITATION:

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

DATE: 26 September 2019

1. Background to the institution

Your English Summer (YES/the Provider) is a privately-owned English language summer school, offering short non-accredited residential courses for international students aged 13 to 16. The courses are made up of English as a Foreign Language (EFL) and a social programme of activities and excursions. The courses are delivered at Liverpool College, an academy for pupils aged 4 to 18 in Mossley Hill, Liverpool.

The company was established in September 2017 and delivered its first summer school programme during the summer of 2018

The Provider aims to provide a summer school experience in the safest and most comfortable environment possible and offers international students the opportunity to develop their English language skills and build self-confidence.

The Provider currently has one full-time member of staff, who is the sole proprietor and Director of the business. The Director appointed a small team of temporary teachers and activity leaders for the duration of the summer schools in 2018 and 2019. There are no other employees, governors or trustees currently employed by the Provider.

2. Brief description of the current provision

The YES summer school programme content comprises EFL classes, along with a schedule of social activities. The English component is offered at five levels, which are Elementary and Beginner, Pre-intermediate, Intermediate, Upper-intermediate and Advanced. The programmes can be studied over a two, three or four-week period.

The social programme includes a range of sporting and other activities, including tennis, rounders, basketball, baking, music, cinema, quiz nights and team games nights. Participants also attend weekly excursions to local tourist and cultural attractions.

The maximum class size is 14 participants, and the current overall capacity is 50 participants. The number of participants attending the 2019 summer school was 14, of which a majority was female. The participants were from Spain, Poland, Germany, Italy, Russia and the Netherlands and all were aged 13 to 16.

3. Inspection process

The Stage 3 inspection was carried out by one inspector over one and a half days and took place at Liverpool College in Mossley Hill, Liverpool. Interviews were held with the teaching staff, who are also responsible for running the social activities, a selected group of participants and the Director. Observations took place of teaching and learning and the social activities. Documentation was scrutinised. The premises, including the male and female residences and the associated communal areas, were inspected. Documents were made available to the inspector during the inspection and there was full cooperation throughout the inspection process.

4. Inspection history

Inspection Type	Date
Stage 2	14 December 2018

PART B - JUDGMENT AND EVIDENCE

The following judgments and comments are based upon evidence seen by the inspector(s) 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

The Provider is effectively managed. The Director has significant experience in the management and delivery of summer schools, is suitably qualified and has a clear, documented vision for the future direction of the business. The management structure is clear.

The managers and other staff will be on-site throughout each programme to facilitate good communication. Clear lines of communication between the Director, who manages and carries out the administration for the school, and the teachers and intern are currently in place, which leads to effective delivery of the summer school programme.

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 Director is responsible for all aspects of administration, including the day-to-day running of the business, and is suitably experienced to carry this out effectively.

The role of the director/owner as sole administrator is sufficient for the current size and type of organisation. The Director anticipates that additional administrative support will be required as the numbers of participants increases.

Policies and procedures are thorough and up-to-date and cover all relevant aspects of the business, such as staff recruitment, activity supervision, health and safety and data protection. Policies are disseminated through a number of methods, for example, through the staff handbook and in the form of course rules on the school noticeboard for the participants. Policies and procedures are reviewed annually.

Effective data collection and collation systems are in place. Data is collected from all stakeholders, including participants in the form of feedback that is obtained making use of appropriate feedback forms.

3. The provider employs appropriate managerial and administrative staff

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|-----|--|---|-----------------------------|
| 3.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.2 | Experience and qualifications claimed are verified before employment. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.3 | There is an effective system for regularly reviewing the performance of staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider has appropriate policies for the recruitment and employment of suitably qualified and experienced temporary staff for the summer schools. The Director has appropriate job specifications and job descriptions for possible future management and administrative roles.

There are appropriate procedures in place to ensure that experience and qualifications claimed are verified before employment. References are taken up prior to engagement. This helps to ensure quality teaching in the classroom.

The Director will introduce a system for reviewing staff performance for managerial or administrative staff when they are appointed. A system was established in 2018 for reviewing all teachers and activity leaders who participated at the 2018 summer school, and the Director carried out a formal observation of all staff. This has been continued in the 2019 summer school with the addition of a formal appraisal at the end of each course for all staff to review what went well and what needs to improve. Inspection findings confirm there is a high level of engagement from the teaching staff in this process.

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

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|-----|--|---|-----------------------------|
| 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up to date. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The publicity material includes a professionally produced colour brochure and a website. Both provide comprehensive, accurate and up-to-date information about the programme offered and the facilities that will be available at the summer school campus.

Both the website and course brochure use clear language and a visual format that is at an appropriate level for parents of international participants.

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

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|-----|---|---|-----------------------------|-----------------------------|
| 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 5.2 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. | <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

There are no formal entry requirements, other than that applicants must be aged 13 to 16 years old and have a basic level of English language.

Applications are submitted and processed online. The level of English is assessed in more detail by a placement test at the start of each summer school which enables the Provider to effectively allocate the participants to one of the five English programme levels. As a result, participants are placed in classes at the correct English language level to meet their needs.

Formal enquiries are followed up personally by the Provider and appropriate information is given to both prospective participants and their parents. Response to enquiries from parents is very prompt and all the information that is necessary to make an informed decision is provided.

The Director has informal contacts in overseas language schools and plans to engage a small panel of overseas recruitment agents under a contract. The Director has a process in place whereby he will take one or two test students from an agent to see how the agent performs. This is in line with industry best practice. However, no agents were used for enrolments for the 2019 summer school. All participants came through individual enquiries this year.

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

Attendance at all elements of the summer school is compulsory, unless the participant is unwell, and this is clearly explained in the course rules and at induction.

Appropriate attendance records are maintained. Effective strategies and procedures are in place to ensure full attendance at all elements of the summer school, including for the non-residential participants. In the case of absences of non-residential participants, the parents would be called if they have not already informed the Provider about the absence.

An attendance certificate is given at the end of the course in addition to the teacher's report.

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	The feedback is reviewed by management 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 checked="" type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Formal and informal mechanisms are in place for regularly obtaining feedback from parents, staff and participants on the different aspects of the Provider's provision. The form used for obtaining feedback from the participants is appropriate for the age of the participants. The different feedback mechanisms used ensure that the Provider responds promptly to any concerns raised.

Feedback is not systematically obtained during the participants' first week at the summer school to capture their views at that early stage and to ensure that any concerns are dealt with at the outset.

Both written and verbal feedback is reviewed by the Director and action is taken systematically, where necessary. This is done through the regular staff meetings that take place, through e-mails to the parents and through immediate actions to address the participants' concerns as they arise.

7.4 At the time of the inspection, there was no mechanism in place for reporting on the Provider's response to the feedback to the participant body.

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 type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
8.3	Action plans are implemented and regularly reviewed.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There is a constant process of self-evaluation that is appropriate for the size and type of organisation at this stage of its development. Feedback from staff, including new ideas, feedback from participants and from parents, form part of the process of continuous improvement.

Records of participants' achievements are maintained in the form of end of course reports.

8.2 8.3 The use of data in the annual quality cycle is still in its early stages. This will be the first year that an annual report is compiled using the data from feedback, retention and completion rates and the achievements of the participants. As a result, no action plans arising from this annual report have yet been implemented or regularly reviewed.

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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The Director is an experienced programme manager with qualifications appropriate for the role.

Each English language class is allocated a light and spacious classroom for the duration of the course. Timetabled activities form part of the learning process, giving opportunities to practice language skills and develop personal skills, such as confidence. Ample space and appropriate facilities are allocated for these activities.

Participants are allocated to one teacher for the duration of their course. Teaching staff are observed by the Director to ensure the quality of the teaching. The consistent high-quality teaching that takes place in the classroom provides an excellent learning experience for the participants.

All the resources that the teaching staff need are made available and all the resources required for the activities are in place. Additional resources are procured promptly, enabling the teaching staff to deliver an optimum learning experience to the participants.

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

The main stakeholders, apart from the participants, are the parents. The courses are designed to produce clear tangible benefits to the participants that are advertised in the publicity material, and of which parents are made aware at enrolment. From observation of the classes and activities, it is clear that participants are developing the knowledge and skills to meet their needs.

Participants are encouraged to develop independent learning skills very well through a number of mechanisms. These include working in groups with their classroom peers to complete a task or a project, working alone and interacting and learning language skills with their peers from the local youth group.

Participants' learning needs are assessed from the time of the initial placement tests and from the information obtained from their parents. This information is fully used to inform the way in which the classes and activities are delivered to ensure that they meet the academic backgrounds and particular needs of the participants.

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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

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|------|--|---|-----------------------------|
| 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

The qualifications and experience of all teaching staff are appropriate. Observations of the teaching demonstrated outstanding delivery of the content that is appropriately underpinned by relevant theory.

The English language teaching staff effectively share ideas and teaching techniques between themselves in order to up-date their skills and share good practice.

Class observations by the Director take place in the first week of the course. This feeds into the formal appraisal that takes place later and enables the Director to assure the quality of teaching in the classroom. This procedure also supports the teachers in their continuing professional development.

All learning styles are taken into account when planning the delivery of the learning experiences. This enables all participants to take part effectively in the lessons and activities.

There are very high levels of participant engagement in the classroom. The content of the material delivered and the pace of delivery contribute well to this as do the very high levels of understanding of participants' needs on the part of the teaching staff.

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 lessons and activities are fully resourced. Appropriate equipment is provided for sporting activities. Teaching staff report that any extra resources required, for example for games and classroom activities, are procured promptly by the Director. This results in the smooth running of lessons and activities and enables the teaching staff to deliver the courses effectively.

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

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|------|---|---|--|
| 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

Progress is monitored and feedback is given to participants on a continuous basis. Oral feedback is given continuously in the EFL classroom and written feedback is given when appropriate to the task. Action is taken promptly to address any concerns. Participants report that they are aware of the progress they are making for example relating to improvements in the range of their vocabulary and their increased confidence.

A constructive report from the teacher is given to the participants at the end of the course. The comments in the report constitute a reflection on the participants' progress and what they can do to build on their achievements after they finish the course.

Progress is monitored and participants can change class following discussions between the Provider and the participant. This ensures that participants are suitably challenged without feeling overwhelmed.

Participants are constantly with the teaching staff during the course and can, therefore, talk to them outside the formal class time whenever needed.

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 (this does not apply to the provision of certificates of attendance only)

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. Yes No NA

15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA

15.3 External moderators are involved in the assessment process where appropriate. Yes No 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. Yes No NA

16.2 For internal assessments and awards, there are effective systems in place for Yes No NA

examination security and administration, and clear procedures for participants to appeal against their marks.

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 type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	

This standard is judged to be:

Met Partially Met Not Met

Comments

The overall responsibility for welfare rests with the Director, who is the designated safeguarding lead and is appropriately trained to the required level.

All members of staff are fully available at all times to give advice to the participants. The participants report that they are made aware, at the beginning of their programme, of the identity of the people they can speak to if they have a problem. A noticeboard is used to track any welfare concerns, for example participants reporting feeling unwell, so that all staff are fully aware of any welfare issues.

Participants and their families are sent a welcome pack prior to their arrival, which includes a welfare guide, and provides appropriate advice on issues such as homesickness. All participants take part in an induction at the start of the summer school. This includes a welcome talk on their first day, covering course rules, course content, an introduction to the teaching and activity staff and a tour of the Liverpool College campus.

Participants have an emergency number on their identification cards which they wear on a lanyard around their necks.

The course rules cover bullying, abusive and discriminatory behaviour and the action that may be taken against participants who are involved in this. Copies of the course rules are posted in the front hall of the residence block and are clearly visible on the noticeboard for all participants.

There is an appropriate participant supervision policy, which ensures that participants are fully supervised and escorted from one part of the campus to another and throughout all off-site social and cultural activities. Detailed activity and excursion risk assessments have been carried out for all events during the summer school. An integral part

of the summer school programme is taking part in activities with under 18s from the local community. All the community youth workers that accompany these groups undergone have appropriate Disclosure and Barring Service (DBS) checks.

Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe. Appropriate safe recruitment practices are undertaken, including the taking of references. DBS checks are made for all staff annually, even if they have previously worked for the Provider. All staff are trained appropriately and to the appropriate level. The intern, along with all of the staff, have also received safeguarding training as part of their induction.

The risks associated with radicalisation and extremism are covered as an element in the safeguarding training. There is a suitable policy wording in place.

17.7 However, an in-depth assessment of the risks specifically associated with radicalisation and extremism has not been carried out. Specific training on preventing radicalisation and extremism has not been carried out. This would give greater knowledge of the risks involved and assist in ensuring a fully effective risk assessment is carried out.

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="checkbox"/> Yes	<input type="checkbox"/> No
18.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.3	Information and advice specific to international participants continues to be available throughout the course of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.4	Provision of support takes into account cultural and religious considerations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met NA

Comments

All participants are international. All travel to the UK is arranged by participants and their families independently. However, assistance with travel arrangements is provided on request. An airport transfer service is also provided, which ensures that participants are supervised at all times.

The welcome pack that is sent to all participants and parents, prior to arrival, includes useful details for international participants. The welcome talk comprehensively covers all aspects of the programme and offers participants an introduction to Liverpool in advance of the excursions and other social activities. This results in participants arriving at the summer school safely and well prepared for their stay.

Ongoing advice and assistance are provided by members of staff during the programme and, where possible, cultural and religious considerations are taken into account, for example, through the provision of a prayer room or specific food.

Participants have access to speakers of other languages and, if necessary, the Director would provide an appropriate interpreter.

19. The fair treatment of participants is ensured

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|------|---|---|-----------------------------|
| 19.1 | Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |

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

Clear and fair booking terms and conditions are indicated on the booking pages of the website. Enrolment forms are written in plain English, appropriate for non-native speakers of English.

Participants and their families are sent a copy of the participant complaints procedure and the BAC complaints procedure as part of the course welcome pack prior to their arrival.

The transparency of the complaints procedure allows for systematic handling of any concerns. Responses to concerns are made promptly and handled appropriately.

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

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|------|--|---|--|
| 20.1 | Any residential accommodation is clean, safe and of a standard which is adequate to the needs of participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.2 | Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.4 | A level of supervision is provided appropriate to the needs of participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.5 | Separate accommodation blocks are provided for participants under 18. | <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**

Most of the participants and staff stay on site in a secure, purpose-built block that is only occupied by the summer school.

All the bedrooms, which are spacious, are single rooms with en-suite bathrooms. Males and females stay in separate areas. There are communal areas for the use of participants. The residence is cleaned on a daily basis by cleaners supplied by the host school. As a result, the participants live in accommodation that is of very high quality and is appropriately inspected by Ofsted.

Fire drills are carried out on a weekly basis and participants are briefed on health and safety at the induction meeting.

Staff rooms are included with the participants' rooms for supervision and welfare purposes. Supervision takes place in the evening, with staff moving the participants from evening activities or excursions to the residence block. This ensures that the participants live in a very safe environment.

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.	<input type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
21.3	The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
21.4	Appropriate advice and support is given to both hosts and participants before and during the placement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
21.5	Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems.	<input type="checkbox"/> Yes	<input type="checkbox"/> 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

All social activities and excursions are currently included in the cost of the course. Details of activities and excursions are in the promotional material and explained in detail in advance of the course starting. All participants take part in the activities and excursions unless they are unwell.

Activities take place in the afternoon and in the evening. Day excursions take place two days a week. As a result, the academic aspects of the school are well integrated with the activity and excursion programme to reinforce participants' learning.

Participants report that they are asked what they want to do, from a selection of activities.

All activities and excursions have been risk assessed and are appropriately supervised.

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
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23.2 Where required, the provider has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. Yes No NA

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

Comments

The Provider has a formal agreement with Liverpool College for the use of teaching, residential and social facilities on the school campus. This agreement is in place for the 2019 summer school and is negotiated annually.

The premises that the summer school uses are suitable and provide rooms for classes as well as residences, a canteen area, space for sports activities and communal areas. The premises meet all the needs of the Provider.

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

The premises are secure. Access to the residence area is access controlled. The building holding the classrooms and canteen is fenced and gated.

All rooms used in the premises are clean and spacious, with good quality furnishings.

All participants have a welcome talk and are given appropriate information and instructions regarding health and safety. Risk assessments are in place for the activities and excursions.

There is ample circulation space in the dining room, activities areas and residences

There are good and clean toilet facilities. Each bedroom has its own ensuite bathroom and there are toilets in the classroom and canteen blocks.

All classrooms, canteen, residences and communal areas are ventilated adequately.

As a result, participants and staff are living and working in an environment that fully supports the teaching and learning that takes place.

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/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 | <input type="checkbox"/> NA |
| 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

Classrooms are light, spacious and appropriately equipped. They are suitable for the size and number of classes.

All classrooms and activity areas are equipped with sufficient resources for the teachers to be able to carry out the lessons and activities effectively.

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 | |

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

Comments

A library for study is not necessary for the type of course being offered. There is an information technology (IT) room, and each participant has their own private space in their bedrooms for reading or for private study.

There is a well-resourced teachers' workroom with plenty of space, plus a room adjoining the kitchen area suitable for relaxation in the evenings.

There is a canteen in the classroom block, where meals are cooked. Refreshments are available and breaks are scheduled during the day's activities, where staff make sure that participants are eating and drinking adequately.

Bedrooms are spacious with built in storage space and there is an ample storage area in the teachers' workroom for the teachers' resources.

There are good-sized rooms to hold private meetings and staff meetings in both the teaching and residence block.

The well-resourced premises enable staff and participants to be able to obtain the most from their time at the summer school. Staff have the space and resources to be able to prepare high quality lessons and activities. Participants are able to spend time with their peers in a relaxing environment.

The Director and the teachers have access to a well-resourced office in the residential block, of sufficient size to meet their needs.

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

Communication between the Director, teaching staff, participants and parents is very clear and results in easy access to information for all.

Actions Required	Priority H/M/L
7.4 The Provider must put in place a mechanism for reporting its response to the participant feedback back to the participant body.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
8.2 8.3 The Provider must compile an annual report that reviews its own standards and performance. Action plans arising from this report must be implemented and regularly reviewed.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's Strengths

The participants' needs inform the way in which the classes and activities are delivered and the way in which all aspects of the participants' development during the course are managed.

The classes that were observed demonstrated teaching of a very high standard, with excellent levels of engagement from the participants who appeared to enjoy their classes.

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 staff deal with participants' personal and interpersonal issues very well and as early as possible during the course.

Actions Required	Priority H/M/L
17.7 A risk assessment associated with radicalisation and extremism must be carried out and all staff must be appropriately trained.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES AND FACILITIES

Provider's Strengths

The quality of the premises is very high and they are located in very pleasant grounds.

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

It is recommended that an additional feedback questionnaire is given to the participants in their first week at the summer school to capture their views on the arrival and settling in period in a more targeted way.

COMPLIANCE WITH STATUTORY REQUIREMENTS