

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection

NAME OF PROVIDER: Inspire Education (UK) Ltd

ADDRESS: 39 Lamarsh Road
Oxford
OX2 0LD

HEAD OF INSTITUTION: Mr Sean Duvall

DATE OF INSPECTION: 25-26 July 2019

ACCREDITATION STATUS AT INSPECTION: Accredited

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

Inspire Education (UK) Limited (Inspire/the Provider) was established in October 2013 by the Managing Director (the Director). The Academic Manager, who plans the English programme, and a Centre Manager who is responsible for the day to day running of the courses, support the Director.

Inspire runs summer schools for participants aged from 9 to 16 to help them develop their confidence in English. The English tuition is accompanied by a sport and arts programme. In addition, aspects of a global citizen programme are included to elicit participation, in the English language, through engagement with current affairs and topics such as sustainability. The courses are unaccredited.

The summer schools take place at Bradfield College, a prestigious private residential school near Reading. The college is set within 200 acres of countryside. The school has a number of facilities, including a 25-metre indoor swimming pool, six tennis courts, a football pitch, its own golf course, volleyball courts, a dance studio, an amphitheatre and arts and crafts studios.

Inspire aims to have a real impact on the lives of the young people who attend its courses. Inspire has six core values that inform its approach to the summer school. These are to ensure that the course is inspirational, ambitious, personal, fun, high quality and safe and secure.

2. Brief description of the current provision

During the summer of 2019, Inspire hosted 53 participants on its global citizenship summer school in two 13-day blocks in July. The summer school courses are designed for ambitious young learners who want to improve their English and understand more about the world around them.

The global citizenship summer school courses include the teaching of English as a foreign language enhanced through looking at global issues and undertaking a variety of sports and artistic activities. Participants are assessed informally on performance and Inspire issues certificates in respect of both the Academic English and wider activities of the programme.

As part of the course, the participants work through a programme of English tuition and a choice of sporting and artistic activities. Throughout the course, participants are encouraged to reflect on global issues, such as renewable energy, fair trade and recycling. Participants work in teams towards developing a final product based on these global themes, which are presented to all the participants at the end of the programme.

At the time of the inspection, 24 participants were attending the summer school aged from 10 to 16. These were from China, Italy, Spain, France, Switzerland, Russia, and Germany. Each course has a maximum number of five participants from any one country to encourage the use of English at all times. The majority of the participants are female.

3. Inspection process

One inspector undertook the inspection over two days. The inspection included interviews with the Director, the Academic Manager, the Centre manager, the trainers and the participants. A range of lessons was observed. The inspector undertook a tour of Bradfield College including the sporting facilities and the residential accommodation and various documentation was scrutinised. Inspire staff were fully cooperative with the inspector and made available all the documentation required.

4. Inspection History

Inspection Type	Date
Stage 2 inspection:	20 March 2014
Stage 3	17 July 2014
Interim inspection:	4 August 2015

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

Inspire is managed effectively. An appropriate management structure is clearly defined and is appropriate for the small organisation and all staff fully understand it.

The Director and the other senior staff, who undertake the oversight of the summer schools, are very experienced and suitably qualified.

In this very small organisation, much of the communication is informal. During the summer schools all staff share a large open plan office which helps facilitate communication. During the rest of the year good use is made of online communication systems to keep all staff informed of the plans for the summer school.

Formal board meetings with the investors take place approximately once a year to review the progress of the Provider.

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 administration of Inspire is effective. The Director manages the administrative requirements efficiently making good use of Information Technology (IT) to manage the provision.

All appropriate administrative policies and procedures are in place and are well maintained and up to date. They include policies and procedures on participant registration, safeguarding, complaints, health and safety and handling student

grievances. The policies are well understood by the staff and disseminated through regular online communication prior to the start of the summer school.

Data collection and collation systems are effective and appropriate IT resources are used well to process any required data.

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. | <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

Clear procedures are followed for the recruitment and employment of all staff. These arrangements have been strengthened and formalised recently with the creation of new policies, which are summarised within the staff handbook.

References are sought and followed up before appointments are made.

The Academic Manager undertakes the assessment for all staff and provides recommendations for improvement. For example the Centre Manager will have his work in running the courses reviewed and feedback given.

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. | <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 provided on Inspire's website is comprehensive, accurate and up to date. The website is of a high quality and includes video clips that describe the programmes well.

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 type="checkbox"/> Yes | <input checked="" 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 type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" 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 qualification entry requirements for the summer school, although it is made clear in the information provided to prospective participants that the course is not suitable for absolute beginners in the English language.

Staff reply to all application enquiries promptly and appropriately and brief all applicants and their parents or carers fully on the nature and requirements of the summer school.

Inspire only uses overseas recruitment agents with whom they have a long-term relationship. These agents are fully briefed on Inspire's programme.

5.1 No specific English language entry requirements are set for the course.

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

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|-----|---|---|---|
| 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 provided with appropriate information that sets out clear expectations regarding their attendance and punctuality.

Inspire staff effectively oversee the presence and conduct of participants from breakfast to the end of the course each day. Any absences are quickly noted and acted upon appropriately.

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

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

The summer school has effective systems for obtaining feedback from participants.

Participants complete a feedback form at the end of each course. The Director and senior staff review and analyse the feedback and appropriate action is taken if required. Previous feedback on the global citizen course lessons indicated a need for more challenge. This has been addressed with more demanding exercises set for the participants on the course. Participants are responding well to the greater challenge.

A course report is created and used to plan for future courses. This report reviews how well the courses ran, the number of participants, the options that participants chose, and their feedback on the courses.

7.4 There is no mechanism to report the Provider's responses to feedback to the participants.

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

Systems for reviewing standards are effective.

Participant feedback, which is captured, analysed and reviewed is the main tool used to review the performance of the summer schools.

A course report is created each year based on the feedback received by participants and any recommendations made by the trainers. The course report is used to assist with planning future courses. This report includes the popularity of the different option choices for the arts and sports programmes, the quality of the academic programme and a view on how well the global citizenship aspects worked.

Inspire does not currently produce a report on the wider aspects of the business, such as the cost effectiveness of the programmes and marketing, that that would assist it in its strategic planning.

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

Comments

The Director is very experienced in running summer schools.

Classes are well organised and timetabled in classrooms that are spacious and well-equipped.

Trainers are well matched to the classes that they teach. Academic staff are experienced in teaching English.

The Academic Manager designs the course content all trainers use to ensure consistently high-quality learning experiences. The Academic Manager monitors the quality of the teaching through his observations and provides feedback for improvement as required.

Appropriately skilled trainers are also used for the sporting and artistic activities.

The academic resources used are designed by the Academic Manager and as such there is no need for a policy on acquiring academic resources.

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

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

Participants do not prepare for any examinations. The focus of the course is on developing English skills while reflecting on global issues and this meets the needs of the participants.

Participants are encouraged to communicate in English at all times. In addition, they develop their spoken English independently outside of the classroom during the visits and recreational activities.

Participants are tested at entry and are provided with informal assessment and feedback guidance throughout the course. Participants' work is displayed as part of an exhibition at the end of the summer school and participants are provided with a completion certificate.

Participants are carefully matched at the beginning of the course to encourage the use of spoken English. Participants with the same native languages are placed in different groups in order to ensure that a greater emphasis is placed on speaking in English rather than in the participants' mother tongue.

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 |
| 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

Trainers are appropriately experienced and qualified for their roles and deliver their courses effectively.

Lessons are well planned and are effective in developing students' confidence in spoken English.

Trainers are observed on the quality of their teaching and feedback provided.

Trainers share ideas with each other and are encouraged to introduce new approaches. For example, an application that runs on participants' mobile telephones, which is used to help participants to develop and practice their vocabulary has recently been introduced.

Trainers are responsive to the different levels of ability of their students and support them effectively. For example, in instances where participants in the group are the less fluent English speakers, the required additional support is provided well. The inspector observed this support being provided by the trainer very effectively.

Good use is made of questioning to check students' understanding. Participants also use online questioning software to help them learn English vocabulary.

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

Inspire provide all resources required by the participants.

Staff have access to shared course resources stored electronically.

Participants access IT rooms when needed and also have use of wireless connection throughout Bradfield College.

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

At the beginning of the course, participants undertake an informal speaking assessment and then a multi-choice questioning assessment in order to place them in the most appropriate group. The focus is on speaking rather than written English. The feedback provides participants with an indication of the level of English that they are working at.

There are no more than 12 in any class, which helps develop the English skills of participants and ensures that

participants benefit from regular feedback on their English.

Oral feedback is given after every few days that is effective in identifying progress made and areas that participants need to focus on. Then a tutorial at the end of the programme provides overall feedback on progress made. Participants are issued with an informal report at the end of their course in which participants are graded on speaking, reading, writing, listening, pronunciation, vocab, grammar and fluency. This provides the participants' parents/carers with a clear indication of progress made.

Staff are available to participants outside class time.

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. 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

15.4 Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.

15.6 A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.

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 examination security and administration, and clear procedures for participants to appeal against their marks. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

INSPECTION AREA - PARTICIPANT WELFARE

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

17.1	There is at least one named staff member responsible for participant welfare who is suitably trained, accessible to all participants and available to provide advice.	<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 type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" 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 Director is responsible for participant welfare and appropriately trained with many years' experience in managing participants' welfare during summer schools. However, all staff take great care to ensure that the young people in their care are well looked after. One day of the inspection was one of the hottest days of the year. As a result, the plans for the day were adjusted to keep participants cool. For example, a planned activity on a sports field was swapped for swimming. Staff ensured that participants were kept well hydrated throughout the day.

Participants are well briefed prior to arrival and receive a full induction at the start of the course, which includes health and safety arrangements. The induction includes a section providing clear expectations for the participants.

Staff have a strong focus on ensuring the well-being and safety of the young people. As a result, all participants feel safe and secure whilst at the school. This is effectively supported by the high staff to participant ratio.

Most staff live on site and are available 24 hours a day.

Safeguarding arrangements are effective and have been strengthened and more fully documented since the previous inspection. All staff undertake Disclosure and Barring Service (DBS) checks. An effective recruitment policy has been developed to deal with checking staff suitability and staff are fully informed of their safeguarding responsibilities. All staff have been appropriately trained in safeguarding and follow the procedures outlined in the Provider's Child Protection Policy.

An appropriate behaviour policy has been developed and has been effectively implemented since the previous inspection.

17.7 The summer school has not developed suitable arrangements to protect participants from the risks associated with radicalisation and extremism. An appropriate policy, risk assessment and staff training are not yet in place.

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

International participants are well briefed prior to arrival and receive a full induction at the start of the course, which prepares them well for studying in the United Kingdom. All participants are met at the airport.

Appropriate pre-course information is sent out by e-mail prior to arrival and relevant information is obtained from parents/guardians that includes emergency contact details and any relevant medical details. The information always includes a welcome booklet with useful information about topics such as the expectation to speak English, how they will be met at the airport and transferred to Bradfield College, and any free time that they may have. The information sent includes a helpful checklist of what to bring.

The participant handbook, which has been developed since the previous inspection, covers appropriate information required throughout the course.

The induction includes cultural considerations, for example, the need for participants to appreciate aspects of English politeness. For example, the expectation to say please and thank you to all.

19. The fair treatment of participants is ensured

19.1	Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions.	<input checked="" type="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

The terms and conditions for enrolment on the courses are appropriate and are clearly displayed on Inspire's website.

A fair complaints procedure is also described on the website that includes reference to BAC's own complaints procedure, and the steps of the procedure has been more clearly described since the previous inspection.

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.	<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	Appropriate measures are in place to ensure the separation between participants under the age of 18 and those over the age of 18 when in the accommodation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

20.5 Separate accommodation blocks are provided for participants under 18. Yes No NA

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

Comments

The residential accommodation at Bradfield College is of a high quality. It is clean and well maintained.

The appropriate authorities inspect the accommodation.

The residential accommodation is very secure. Clear health, safety and fire procedures are in place.

The staff closely supervise participants 24 hours a day. Male and female participants are separately accommodated on different floors with staff of the same gender supervising them. All staff have appropriate DBS checks and all participants are under the age of 18.

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

21.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back. Yes No

21.2 Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider. Yes No

21.3 The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No

21.4 Appropriate advice and support is given to both hosts and participants before and during the placement. Yes No

21.5 Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems. Yes No

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

Comments

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

22.1 Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. Yes No

22.2 The social programme is responsive to the needs and wishes of participants. Yes No NA

22.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants. Yes No NA

22.4 Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience. Yes No NA

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

Comments

Staff arrange a full social programme in the evenings for participants including a film night and team games. These are designed to encourage participants to further practice their English.

The daily programme includes a range of arts and sporting activities from which the participants can choose. An extensive range of sporting facilities is afforded by Bradfield College, which includes field sports, tennis, swimming and horse riding.

Excursions to London, Oxford and Bath are arranged and supervised by the team. The excursions are designed to encourage the use of spoken English.

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

Comments

The Director has a good working relationship with staff at Bradfield College and signs an agreement to book classrooms, residential accommodation and access to the sporting facilities well in advance of the summer school programme.

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

Bradfield College provides a very safe and secure venue for the summer school. All buildings have security code access. The premises at this prestigious private college are well maintained and of a very high quality.

There are no specialist facilities with particular hazards required for delivery of the curriculum.

Emergency fire exit routes are signposted throughout the buildings used.

Reception staff at Bradfield College provide all visitors with health and safety information which includes the emergency evacuation procedures.

The premises are spacious and generally well ventilated.

Appropriate toilet facilities are available for staff and students.

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 <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

The classrooms are spacious for the small number of participants attending the summer school.

Classrooms have access to a multi-media projector with a computer for the trainer to use. There is also a large whiteboard available.

All classrooms have wireless access for students' use.

An art room, and computer rooms are available along with traditional classrooms.

Informal assessment is undertaken through coursework and, therefore, there is no requirement for specific facilities for assessments.

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

Participants have access to lounges and classrooms are available for private study.

Trainers have a spacious room where they can undertake preparation. The administrative tasks are also undertaken here. Additional space is available for meetings as required.

A common room is available for relaxation. All meals are provided by the summer school.

Participants and staff can store their possessions in their bedrooms.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards.

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's Strengths

The Director, who is very experienced in running summer schools, has created an engaging and challenging programme for participants.

Staff administer the summer school efficiently making good use of online systems.

Actions Required	Priority H/M/L
5.1 Set specific entry requirements for the English levels for the courses.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
7.4 Provide a mechanism for reporting on the Provider's response to the feedback to the participant body.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's Strengths

Trainers are very enthusiastic and effective in coaching young people.

Participants benefit from a very full programme of academic, artistic, social and sporting activities.

Participants develop English skills alongside a good understanding of issues such as sustainability.

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

PARTICIPANT WELFARE

Provider's Strengths

Participants are cared for very well.

Actions Required	Priority H/M/L
17.7 The Provider must put in place suitable arrangements for protecting participants from the risks associated with radicalisation and extremism.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES AND FACILITIES

Provider's Strengths

Bradfield College provides a very high quality and safe environment for learning.

Bradfield College offers a wide range of sporting activities for participants.

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 Inspire should produce a formal annual report on the whole of the business to assist in its strategic planning.

COMPLIANCE WITH STATUTORY REQUIREMENTS