

Organisation name	Bede's Summer School, head office Hailsham, East Sussex
Inspection date	2–5 August 2022

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Bede's Summer School, in August 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private boarding school offers residential vacation courses for adults (18+) and under 18s.

Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, academic staff profile, academic management, care of students, accommodation, leisure opportunities and safeguarding under 18s.

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

Introduction

Bede's Summer School (Bede's) was founded in 1993 and was first inspected in 1995. The summer programmes are based in independent schools and a university campus in the south of England. Since the last inspection in 2017 the school has devised different programmes for various age ranges between six and 20 years. The all-inclusive programmes include English skills lessons, residential accommodation, transfers and activities and excursions.

Since the last inspection in 2017 Bede's has changed the course offered at Brighton to the Pathways to Higher Education course which features elective Pathway subjects: Law, Science, Humanities and Business & Economics. The Legat Dance course has become Pro Dance, and 2022 sees the delayed launch of the LaLiga Camps UK course for overseas players to combine football with English and play with native speaking players. All of the programmes are within 45-minute travel time of the head office in Upper Dicker, East Sussex. The school has continued to invest in developing its own customised database which underwent a substantial update at the turn of 2022. After a lot of changes and two years without running courses due to the pandemic, Bede's has had a significant change of head office personnel.

At two of the centres, a small number of Ukrainian refugees settling in the local area were invited to join the courses free of charge to assist their English language development and to help them settle into British society. Two students were attending the Eastbourne centre as day students at the time of the inspection.

The inspection with two inspectors took place over four days. The inspectors visited the head office on the first and last day and two off-site centres. At head office the inspectors held meetings with the director, deputy director, lettings and social programme manager, and the director of safeguarding. Interviews were also held with the admissions manager and the recruitment executive. At the time of the inspection four off-site centres were running and the inspectors spent a full day at the Lancing College centre and a full day at the Eastbourne centre which is hosted in the Bede's Prep School. Meetings were held with the respective course directors, welfare managers, activities managers, administrators, academic managers and senior teachers. All teachers were observed, and sports and activity sessions were sampled. Focus groups were held with staff including activity staff and house parents, students and a group leader at Eastbourne. One inspector met the host school lettings manager at Lancing College and one inspector visited all the residential accommodation at both sites inspected.

Address of main site/head office

Bede's Summer School, Upper Dicker, Hailsham, East Sussex BN27 3QH

Description of sites visited

The Lancing English Plus centre (Lancing College, Lancing, West Sussex BN15 0RW) is based in the premises of the Lancing College Senior School. The summer school primarily uses classrooms in the Great School area, the main centre office is nearby and accommodates the course director, administrator, welfare manager and activity manager. The sports and activity office is adjacent and, nearby are the teachers' room and academic office, a self-study room, staffrooms for both activity and house parent staff, the dining room, a theatre, a dance studio as well as a games area. Other school facilities available to the summer school include extensive grounds, a large indoor swimming pool, a sports hall, and tennis courts. At peak, the school uses four residential houses on the same campus with two in use at the time of inspection.

The Eastbourne Little Explorers centre (Duke's Drive, Eastbourne, East Sussex BN20 7XL) has use of the Bede's Prep School site. The summer school uses centrally located offices, classrooms and a student quiet room. There is a large main office with a gallery window overlooking the Astro-turf and playground areas. There is a separate academic office and two teachers' rooms. Additional facilities include a sports hall, indoor swimming pool, chapel, dining hall, a welfare/nurse room with showers and bathroom facilities, dance studio and a hall. Accommodation is in two houses across the road, one for boys and one for girls.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Comments

Courses offered by Bede's include: the *Little Explorers* (6 to 12 year-olds, 17.5 hours per week) course based in Eastbourne which includes English Skills, Storytime and Explorations (space, ecology, geography and technology lessons).

English Plus (11 to 17 year-olds, 13 to 18 year-olds, 22.5 hours per week) courses based at Dicker and Lancing which include English Skills, Enrichment and Research Projects.

The Dicker centre also offers *Pro Dance* and *LaLiga Football Camps UK* (both 12 to 17 year-olds) which include 12.5 hours of English Skills and specialist instruction in Dance and Football respectively from highly qualified instructors/coaches.

The *Pathways to Higher Education* (15 to 20 year-olds, 25 hours per week) course is based at the University of Sussex and includes Academic English, Communication Skills and Academic Pathways.

Examination preparation classes are also available at several centres. The inclusive programmes include age-appropriate social events and activities and excursions. At all boarding school centres students can take additional academy lessons in sports and academic subjects at additional cost.

Management profile

The multi-site summer school is managed by the head office team led by the director and his deputy who have responsibility for all aspects of the multi-site summer school. The director, who joined the organisation in August 2021, leads on business development, marketing, finance and compliance and the deputy director, who has been with Bede's since 2012 in various roles, oversees and manages the summer operations. Both directors are supported by the following team who returned to work in March 2022: the admissions manager, the lettings and social programme manager and a recruitment executive. Additional support staff include an admissions executive and summer transport manager. The seasonal returning operations and academic manager and summer senior academic manager returned to Bede's in March and June 2022 respectively. The off-site summer centres have a similar structure to head office with a course director supported by an administrator, a welfare manager, an activities manager, academic manager and a senior teacher. Off-site centres have one or more senior teachers and or senior activities leaders depending on their student numbers. The course directors and the majority of the other senior management teams (SMT) at both centres inspected were returners to Bede's Summer School, a few were returners to Bede's but new to their SMT role.

Accommodation profile

Residential accommodation is provided on site at both centres. House parents and activity staff are strategically roomed throughout the buildings to monitor students' activity.

At Lancing, all students are housed on site in boarding houses, in single sex dormitory style accommodation with shared bathroom facilities. Most rooms are either single or double occupancy, although in the boys' block there are also rooms for up to four students available. Both blocks have spacious common rooms.

At Eastbourne, there is a boys' house and a girls' house opposite the school premises. Multiple occupancy dorms of up to eight students are available. The girls' residence has access to a garden and large kitchen/common room. There is no similar common room in the boys' residence.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's very clearly stated goals and values, and their publicity. The structure of the organisation is well established, communication is very good and feedback mechanisms are very thorough. Recruitment, induction and appraisal systems are excellent and student administration is carried out very efficiently and effectively. Publicity is clear and accurate. *Strategic and quality management*, *Staff management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable, pleasant and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the context. Course design and learner management are effective. Teachers receive very good support, and overall, the courses are managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile* and *Academic management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of the students for security, pastoral care, information and leisure activities are well met. All areas of student services are well managed, accommodation is of a generally good standard, and out-of-class activities are varied, age appropriate and well resourced. *Care of students*, *Accommodation*, and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is very good provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 The head office SMT have a very clear shared vision of the goals and values of the summer programme. Behaviours and practice at off-site centres demonstrated that these are integral to the summer courses.

M3 The head office structure is replicated in the off-site summer centres. The local senior management teams are promoted from within and job shadowing is incorporated as part of continuity planning. The structure is clear and understood by all staff.

M4 Both formal and informal channels of communication are excellent with chat groups, meetings and more formal records for different aspects of course management and delivery.

M5 The multiple feedback mechanisms are complementary and include, for example, 'student voice' representatives who meet the local SMT weekly. More formal feedback from electronic questionnaires is collected, acted upon swiftly, collated and used to inform subsequent reviews.

M6 Staff feedback from all groups of staff, is valued and collected via a number of channels, reviewed and acted upon.

M7 Data and multiple sources of feedback are incorporated into the regular review cycle.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M10 Comprehensive human resources procedures are in place for each stage of recruitment, including a full and thorough interviewing process. Recruitment records were immaculate. Despite the pandemic, appropriate and balanced teams had been recruited for head office posts and for off-site centres.

M11 Induction procedures for off-site managers and their teams are very thorough with role and site-specific elements supported by detailed handbooks and resources. Briefings are thorough and job shadowing is encouraged with a view to internal promotion in subsequent summers.

M12 Monitoring and appraisal systems for permanent and seasonal staff are in place and linked to continuing professional development (CPD).

M13 In addition to external formal training for administrative and academic staff, good use is made of existing expertise with mentoring and shadowing.

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

Comments

M14 The committed admissions team provides a very high standard of service to parents, students and agents for example, facilitating special requests caused by visa changes. The bespoke database system is very comprehensive and has recently received additional investment.

M19 Clear attendance information is given to parents and students. Thorough procedures are in place for all elements of the residential programmes which ensures that the students' whereabouts are known at all times. Records are well managed.

M20 Conditions and procedures are covered with clarity and brevity in the student handbook and at induction for students.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Strength

M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Strength
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The prospectus is considered the main medium but there is a comprehensive website which includes a downloadable electronic version of the prospectus. Hard copies of the prospectus are very popular with agents and are the most frequently used forms of publicity. A selection of media channels is also in operation.

M22 Publicity descriptions of the centres and services are detailed, clear and accurate. Photographs of the premises, activities and facilities are illustrative of the provision.

M27 Accommodation is accurately described and photographs are of actual rooms used.

Premises and resources

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

Comments

P1 Both centres visited are located on large campuses with excellent facilities. There are generous-sized offices for staff. Premises, including toilet facilities, were very clean and well presented.

P2 Classrooms at both sites are spacious and comfortable. Furniture is in very good condition and layouts allow for different room configuration to suit the activity at hand.

P3 Both campuses have extensive facilities and there are multiple places for students to assemble both indoors and outdoors. The students commented very positively on the Lancing café and the Eastbourne facilities are well suited to the age group.

P5 Signage is clear. Noticeboards in central areas are exceptionally well used with informative and useful information attractively displayed. The content is accessible to all students regardless of language level and the style is appropriate to the different age groups.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a

P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
P9 A good range of educational technology is available in all classrooms at both sites with immediate technical support available on site or via a helpline.	

Teaching and learning

Academic staff profile	Area of strength
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength
Comments	
T3 The teams at both sites have a wholly appropriate teaching profile to cover the respective age groups. Good use is made of specialised skills to increase the awareness and skills of other staff members. There is a pro-active approach to training staff up for future courses.	
T4 All members of academic team at head office and at the centres are TEFLQ, have over five years' full-time relevant teaching experience, and at least three years' experience in an academic management role.	

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength
Comments	
T7 There is someone on site at all times who can provide cover with multiple additional sources of cover available if required. It is also possible to call upon staff from other teams for example, many of the house parents have TEFL qualifications.	
T9 Dedicated preparation time is included in the timetable for teachers with support from a senior teacher and or academic manager. Peer observation is facilitated to share best practice.	
T10 Drop-in observations are linked to CPD activities and all staff are observed regularly. Supporting documentation for observations is available and records are maintained.	

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Strength

T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T14 The wide range of sports and activities that are integral to the programmes offered at both sites provide some excellent opportunities for students to develop their language skills. Imaginative activities such as the themed Alice in Wonderland meal time at Eastbourne create memorable and fun language learning experiences.

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

Comments

All criteria in this sub-section are fully met.

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	English skills, enrichment classes and Storytime

Comments

None.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 In general, there was effective modelling of written and oral language, including the demonstration of the meaning of vocabulary. Models of language were relevant but on rare occasions models were not accurate.
T24 The majority of lesson plans included class profiles which identified the learning needs, styles and cultural backgrounds of students, and how to accommodate them. The majority of lesson plans made direct reference to the class profile.

T25 Plans consisted of a clear set of activities around a single topic or language point and there was a link between activities and aims. Details of the lesson content were shared with students but on occasion learning outcomes were not always expressed fully on plans.

T26 There was a range of relevant techniques in evidence which included effective elicitation, questioning, nomination and prompting. Techniques were used in a relaxed confident manner by nearly all teachers. There was some excellent use of mime and gestures to: convey meaning, check understanding and engage students especially in 'Storytime' segments.

T27 Instructions were clear and checked. Overall resources were effectively managed including bringing the printed materials to life; the use of AV equipment was good.

T28 Teachers corrected students' language and some gave very useful feedback to students on their performance during the lesson. In general, there was effective use of correction and praise. However, in a minority of cases, there were missed opportunities for correcting students' spoken English.

T29 Lessons progressed logically, ensuring that students were well prepared for activities. Tasks were pitched to the students' needs, and students were pushed, challenged and praised accordingly.

T30 Teachers demonstrated an awareness of their students' needs and were able to involve and motivate students fully. They created a warm friendly environment and students were fully engaged. In the majority of segments teacher language was graded appropriately and student talking time was appropriately high. The pace and variety of activities used was adapted to suit different age groups and the stage of learning.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with most being satisfactory or better. Teachers' knowledge of the language and of learners' needs in relation to it was good. The topics and content of lessons were well chosen to reflect the learners' needs and interests, and learning outcomes were expressed, although these were not always clearly articulated on lesson plans. Classroom resources were used with confidence, and a wide range of teaching techniques was employed to very good effect. Teachers provided students with feedback, and a very positive learning atmosphere was created in the vast majority of classes.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Strength

Comments

W1 Arrangements to ensure the safety and security of students are of a high standard. Both sites visited cater to students under the age of 18 during the school year, so systems such as secure entry to the premises and accommodation blocks are in place. Risk assessments are thorough and fire drills are carried out regularly.

W3 Pastoral care is well covered and students at focus groups were able to name staff members with specific responsibilities in this area. Staff, including house parents, meet students at regular intervals throughout the day to ensure their pastoral needs are attended to.

W4 Tolerance and respect feature in the school's mission statement and core values. There are clear and effective procedures in place to deal with abusive behaviour and students are regularly reminded of their responsibilities to each other that feature in the school's student code of conduct.

W8 Very clear information on access to health care is provided in a number of documents made available to parents and students. Each site has a sick room, a nurse visits centres on a regular basis and several members of staff across all departments have first aid training.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Strength
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W9 The accommodation available to students is generally of a high standard. The residences visited provided spacious and comfortable facilities consistent with the school's publicity. Most blocks have common rooms or access to secure outside space where students can relax during supervised 'free time', and students at the focus groups commented favourably on the standard of their accommodation.

W10 All accommodation is cleaned on a daily basis and a laundry service is provided twice a week. Student feedback was complimentary about both cleaning and laundry arrangements.

W11 Accommodation to be used is inspected every year before students are placed. On arrival at the centres, staff carry out further detailed risk assessments and damage reports.

W13 There is close liaison between centre staff and representatives of the host institutions to ensure any issues that arise with accommodation are dealt with promptly and to the satisfaction of the school. Students have several meetings throughout the day with school staff where any issues can be raised, and feedback is also collected via first week and end-of-course questionnaires.

W15 In addition to the three main meals per day, students receive an evening and a daytime snack. The quality of the food offered across the centres is of a very high standard and students spoke very favourably about the range, amount and quality of the food available to them. Inspectors noted a 'seconds' system is offered for anyone who is still hungry, which was seen to be both very popular and well organised. Vegetarian and gluten-free options are available.

Accommodation: homestay only

W16 Homestay hosts accommodate no more than four students at one time.	N/a
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

None of the school's centres provide homestay accommodation.

Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

Leisure opportunities	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met

W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W24 The leisure programme is centrally planned well in advance by head office staff. Activity managers at each site can then adapt the programme to further satisfy the needs and requirements of their students, if necessary. A wide variety of activities reflecting the age and interests of the students is included at all centres and staff actively respond to feedback and requests. Feedback from students was extremely positive on the range and organisation of activities available to them.

W25 Both centres inspected have excellent leisure and sports facilities, including sports fields, a swimming pool, tennis courts, and an indoor sports hall. All activities and excursions are very well planned and activity leaders are fully briefed in advance.

W26 All activities are thoroughly risk assessed and staff-student ratios are more than adequate to ensure the safety and wellbeing of students.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
S7 There are suitable arrangements for the accommodation of students.	Strength
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

A different minimum and maximum age range is offered at each of the school's summer centres, with the minimum being six and the maximum 20 years old. At the centres inspected the age range was from six to 11 years at Eastbourne, and 12 to 18 years at Lancing. During the week of the inspection there were three students aged 18. In the school's peak period the number was nine in total across all schools. Brighton centre courses are for students aged 15–20 years.

S2 All staff receive a comprehensive induction, which includes a significant focus on safeguarding issues and procedures. The designated safeguarding lead (DSL) is a senior member of the year-round management team, and two other members of this team are also trained to specialist level. All staff at centre level were very aware of their safeguarding responsibilities and valued the support available to them from the central team.

S4 Recruitment documentation was in excellent order. References are collected annually for returning staff as well as new staff. Police checks for all staff coming from outside the UK were on file.

S5 Arrangements for the supervision and safety of students during the scheduled programme are extremely good. The ratio of staff to students is high at all points throughout the day and night.

S6 Students have very little free time due to the extensive nature of activities provided for them. However, any free time is carefully monitored by trained staff and rules are made very clear to students on what they are allowed to do during these periods.

S7 Arrangements for the accommodation of students are very good. Students are housed according to gender and age (two-year range), and nationalities are mixed. Students aged 18+ are housed in the same area as members of staff, away from under 18s, and each accommodation block is monitored by house parents and activity leaders spaced strategically across each floor.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile: multicentre

Inspection history	Dates/details
First inspection	1995
Last full inspection	2017
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	Bede's Holiday Club, a non-residential activity childcare provision based at the Prep School alongside the Little Explorers programme in Eastbourne.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	A year-round co-educational boarding and day senior school at the Upper Dicker site; a year-round preparatory school at the Eastbourne site.

Private sector

Date of foundation	1993
Ownership	Name of company: St Bede's School Trust Sussex Company number: Charity Number 278950
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	Bede's Summer School, Upper Dicker, Hailsham, East Sussex BN27 3QH
Name and location of centres offering ELT at the time of the inspection but not visited	Bede's Dicker English Plus centre for 12–17yrs: Bede's Senior School, Upper Dicker, Hailsham, East Sussex BN27 3QH Bede's Brighton Pathways to Higher Education for 15–20yrs: University of Sussex, Falmer, Brighton, East Sussex BN1 9QU
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

Student profile at peak at all centres	Collated totals in peak week: July all centres
ELT/ESOL students (eligible courses)	
18 years and over	9
17 years and under	416
Overall total of ELT/ESOL students shown above	425
Predominant nationalities	French, Italian, German & Spanish

Staff profile at peak at all centres and HO	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	41
Total number activity managers and staff	41
Total number of management (non-academic) and administrative staff	17
Total number of support staff (e.g. houseparents, matrons, catering)	18

DATA ON CENTRES VISITED

1. Name of centre	Eastbourne: Bede's Preparatory School, Duke's Drive, Eastbourne BN20 7XL
2. Name of centre	Lancing College, Lancing BN15 0RW
3. Name of centre	N/a
4. Name of centre	N/a
5. Name of centre	N/a

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
ELT/ESOL students	At inspection					In peak week				
18 years and over	0	3				0	1			
17 years and under	36	91				40	184			
Overall total	36	94				40	185			
U18 programmes: advertised minimum age(s)	6	13				6	13			
U18 programmes: advertised maximum age(s)	12	18				12	18			
Predominant nationalities	Eastbourne: Romanian, Japanese & German Lancing: German, French & Spanish					Eastbourne: Romanian, Japanese & German Lancing: French, Italian & Argentinian				

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	7	10				6	15			
Total number of activity managers and staff	9	9				9	14			
Total number of management (non-academic) and administrative staff	3	3				3	3			
Total number of support staff	3	4				4	8			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years relevant experience	2	2			
Academic managers without TEFLQ qualification or 3 years relevant experience	0	0			
Total	2	2			

Comments

At the centres visited the academic manager and senior teachers were not timetabled to teach in the week of the inspection. They had, however, taught a varying number of hours in previous weeks to cover a shortfall in teachers and/or to cover sickness.

The TEFLQ operations & academic manager and senior academic manager are based at head office and visit centres every week. They are not timetabled to teach but should the need arise they are available to travel to site to provide additional cover.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	1	1			
TEFLI qualification	4	6			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	0			
Teachers without appropriate ELT/TESOL qualifications.	0	1			
Total	5	8			

Comments

None.

Accommodation profile

Numbers in each type of accommodation at time of inspection: at centres visited

<i>Arranged by provider/agency</i>	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	0	0				0	0			
Private home	0	0				0	0			
Home tuition	0	0				0	0			
Residential	0	3				29	91			
Hotel/guesthouse	0	0				0	0			
Independent self-catering e.g. flats, bedsits, student houses	0	0				0	0			
<i>Arranged by student/family/guardian</i>	Adults					Under 18s				
Staying with own family	0	0				7	0			
Staying in privately rented rooms/flats	0	0				0	0			
	Adults					Under 18s				
Overall totals	0	3				36	91			

Centres	1	2	3	4	5
Overall total adults + under 18s	36	94			

*Students staying with their own family are on the Little Explorers Day programme and are staying with family locally.