

Quality Assurance Report

School: Bede's Summer School

Date joined QE: January 2015

Date of last Visit: August 2019

Date of this Visit: 14th August 2025

Contact: Luke Hart (Assistant Director)

Last local accreditation report/inspection:

10 strengths in their 2022 inspection. Next inspection is due in 2026. Looking to try to get a strength in teaching. They will begin to prepare for the inspection after the summer period.

Introduction

The school

Bede's Summer School welcomed approximately 1,800 students in 2024 (up from 1,700 in 2023) from aged between 6 and 20 years old who come from over 50 different countries. 2025 is slightly down from 2024 but this is a reflection of the wider market and is the same for many schools.

They offer a range of fully inclusive academic and holiday, residential and day summer programmes at 5 beautiful boarding school and university locations in South East England in July and August.

Students participate in a carefully designed programme of formal English lessons, sports and leisure activities, evening entertainment and cultural excursions, which improves their English language and communication skills and develops their social and interpersonal skills, all in an international context, which enables them to forge life-long friendships that stretch across borders.

Review of submitted documentation

Document	Comments
Local accreditation report	Complete. 10 strengths in latest report.
School management structure	They have the Director, Assistant Director and eight other staff working year round. The operational managers are all summer only but are all returners of many years standing. Similarly high rates of returners in all roles. The year round team all wear multiple hats allowing them to share ideas and innovations quickly throughout the team. They have close links with the year round school but are largely left to their own devices. Health and safety, safeguarding and HR are part of the main school. The Trust has to agree all permanent staff appointments. Some leads from the summer school are passed onto the main school. They promote the main school at agent workshops.
Teaching staff and qualifications	CELTA/Trinity Cert + relevant degree(s). Some PGCE for subject specific. All teachers TEFLI qualified.
Student weeks from previous year – increasing or decreasing ?	Increasing by approx. 100 students per year.

Current brochure	2025 is Informative and accurate (2026 still in production). They will keep 2025/26 similar to 2024/25 due to the BC inspection. They value hard copies and post them out. Creating new videos and content – all looks very impressive. Website development on hold until new Bursar.
Agent references	Complete, positive.
Student feedback	Collated at centre on arrival (day 2) and departure. Make sure they know who to speak to for particular issues. Settling in feedback. They have very high rates of students who would recommend their courses. The feedback, negative and positive is collated weekly and disseminated through the staff team at weekly meetings.
Complaints procedure	Clear, structured and easy to follow and on full display. Students in the direct meeting all knew how to do this but were also forthright in stating they simply talked to relevant staff if any ideas, complaints or issues came up. Some academies didn't run due to lower numbers. Difficult to keep

	students happy where there are differing levels of ability and low numbers.
--	---

Review of the school's improvements over the last 4 years and plans for the next 4 years:

	Review of Last 4 years	Plans for Next 4 years
Course Development	New centres: Royal Russell in Croydon Increased capacity in Upper Dicker and Windlesham – Diversified the range of campuses eg boarding schools, university campuses, modern centres, prep schools and universities. Introduction of new courses: English for the future, Zoology and Animal Management, Pro Tennis, Leaders and Innovators.	Over the next three years, we plan to strengthen Bede's Summer School academically by expanding the curriculum to offer a wider range of subjects that support both enrichment and academic development. New modules in areas such as creative writing, critical thinking, and global awareness will encourage students to think independently and explore new ideas. Differentiated instruction will be used to meet a range of learning needs, ensuring every student is appropriately supported and challenged. High-quality teaching, delivered by experienced educators, will remain at the heart of the programme, with formative assessment helping to track progress and shape learning. A key focus will be deepening the connection between the academic programme and our wider activities and excursions. Wherever possible, trips and workshops will be aligned with classroom themes to reinforce learning in real-world contexts—for example, linking a lesson on cultural identity to a museum visit or a debate topic to a guided tour. This integrated approach will allow students to apply what they learn in class through hands-on experiences that are both meaningful and memorable. By embedding academic content into the broader programme, we aim to make learning more engaging, relevant, and impactful across all areas of the summer school.

Improved Social Activities	New activities to compliment the new centres. Focusing on making them more interactive and connected to the academic elements of their course.	“Over the next three years, on what concerns social activities, we aim for a strong and independent database that will allow the staff to have direct access to not only theoretical information, but also practical. The development of planning guides not only for activities but also for excursions has been put into place, with instructions and tips on equipment to be used, infrastructures to be used and suggestions of plans to be applied. On a more technical sphere, we have improved our summer school database, developing new resources where Risk Assessments and Session Plannings can be uploaded and generally reviewed. Alongside the database, we are preparing supporting documents through the creation of a Practical Centre Manual on the drive with focused and specific information for every centre individually, that the Activity Managers will be able to access. In this sense, we are using great ideas and methods that have been applied to this date, adapting them to the diverse circumstances of each centre. We are also developing a support folder with examples of Activity Plans and Risk Assessments that can be used as models, to guarantee the constant great quality and consistency of our sessions, not only at the beginning of summer - during induction - but also throughout the time in centre. We work towards exploring different opportunities of activities, from sporting, to creative and social, mostly in the evening, adapting them to the students we welcome at our different centres. In this sense, we carefully select the activities we develop and the plans, making sure we take into account the different backgrounds, different cultures, different ages and different needs of all the students, allowing them to feel comfortable and safe when taking part in the activities.”
Staff Recruitment	Significant changes in head office personnel, including a new Director of Bede's Summer School (Re-joined in February 2025, after previously working for Bedes since 2012) and an Assistant Director (with Bedes	“Recruitment: We're committed to hiring exceptional Summer School staff who are both highly qualified and genuinely enthusiastic. Our priority will be on individuals with demonstrable experience working effectively with youth, coupled with deep subject matter expertise, ensuring our students receive the

	Since 2023), Indicate a refreshed leadership focus. . The creation of a new role - Senior Activity Manager - has also been one of the tools used in order to better plan and structure the database and information access for the upcoming summers, building the bridge between the Activity Managers and Head Office. This role allows for better communication and collaboration through feedback collection.	best possible guidance and support. Our aim is to go above and beyond what is required by the British Council and fall in line with the requirements as set by ISI. Creation of new job descriptions for each role, clearly outlining duties, benefits, and the ideal candidate profile for every position." Here are a few ways to do that, offering slightly different emphases: We're committed to developing new, highly detailed job descriptions for every role within our organisation. Each description will not only clearly outline the specific duties and responsibilities but also transparently present the associated benefits, and, crucially, paint a clear picture of the ideal candidate profile we're seeking. This approach will ensure clarity for both current and prospective staff, helping us attract the best talent. Training: We'll be implementing comprehensive training to ensure our team is fully prepared for every aspect of their roles. This will include in-depth sessions on effective curriculum delivery, robust safeguarding protocols, essential first aid skills, and detailed emergency procedures, equipping everyone to handle a wide range of situations with confidence and competence. Staff Handbook: We're developing a comprehensive yet clear staff handbook. This essential resource will precisely outline everyone's roles, responsibilities, and all our operational policies, ensuring transparency and providing a reliable reference for our entire team."
Improvements to Facilities	Construction of a brand new boarding house (Dorms House) in 2021 at Bede's Senior School (Dicker). Available to the Summer School.	Ongoing refurbishments continue as well as the renovation of a new boarding facility across the road from the school.
New Technology	Database Update (Early 2022): A substantial update to their customized database streamlined operations.	"Over the next three years, we aim to enhance the role of technology in Bede's Summer School by integrating appropriate digital tools into teaching and learning, while maintaining our policy of no mobile phone use in class. This includes the use of school-managed devices such as tablets, laptops, and interactive

	Cashless Campuses: Bede's aims to operate cashless campuses, encouraging the use of prepaid currency or debit cards for student pocket money, enhancing security and allowing parental monitoring of spending	whiteboards to support personalized instruction and increase student engagement. Staff will receive targeted training to ensure they are confident in using educational technology effectively, helping to deliver lessons that are both dynamic and purposeful without relying on student-owned devices. We also plan to introduce structured Academies in areas such as coding, robotics, and digital media, delivered using school-managed devices in a supervised setting. These academies will give students the opportunity to develop essential digital and computational skills through hands-on, project-based learning. By focusing on creativity, problem-solving, and collaboration, the Academies will complement the academic curriculum and help students build confidence in using technology responsibly. Investment in infrastructure—such as secure networks, reliable equipment, and updated software—will support these initiatives, ensuring that all technology use aligns with our policies and enhances the overall learning experience. All managers and senior staff are provided with a company-managed laptop to ensure efficient communication, planning, and oversight of operations. Each centre is also equipped with two dedicated mobile phones, which support smooth coordination and quick responses to day-to-day needs. In addition, mobile phones are issued to our airport coordinators to maintain constant contact during student arrivals and departures via Whatsapp and Google Chat/Spaces. All devices are equipped with access to the full Google Suite, allowing staff to collaborate in real time on live documents, spreadsheets and reports. We make extensive use of Google Chat and Spaces to streamline communication, enable instant updates, and support teamwork across departments and locations. This integrated digital approach ensures that our staff remain connected, responsive, and well-coordinated at all times.”
Branding & Marketing Activities	Engaged external company High-Click Rate to create and manage an AdWords campaign on behalf of the Summer School Nicky Woolard – now in her second year is in charge of activities. Booking activities and manages activity managers. Review excursions	No rebranding activity until the appointment of the new Bursar at which time work will commence on the new website. They will continue to seek new collaborations eg AMTE in Mexico and will continue to attend up to 30 events per year (including 5 or 6 QE events).

	and avoid if not successful. Huge range of activities – particularly for the academies eg pro tennis, flying lessons, horseriding, golf etc. Minas Zeniou – Senior Academic Manager – quality control Alicja Penrose, Operations Manager – promo materials, brochure, website, social media year round then migrates to other roles at different times.	
Welfare & Pastoral Care	Student Feedback Integration: Bede explicitly states that for 2025, they "worked hard to develop our existing courses based on students' feedback." ● Increased Nationality Diversity: In 2024, Bede's welcomed students from a record-breaking 62 different nationalities, and they aim to further expand this mix for 2025 by capping enrolments at 20% for any given native language. This promotes a diverse and multicultural learning environment. ● Commitment to Safeguarding and Pastoral Care: Staff are residential, providing 24-hour supervision, and many return year after year, contributing to a high standard of pastoral care. ● New Play Space (2025): Bede's Prep in Eastbourne is getting a new play space, indicating investment in facilities that enhance the student experience.	"We plan to introduce additional online training for all staff regarding administering medication. Currently management teams have face-to-face training with our trust nurses, however we would like to roll this out online to all staff to increase coverage of staff who can give out medication during trips free times and overnight. 2025 we introduced a new safeguarding role to cover all centres. This role was the senior welfare manager who we trained to be a DSL. They received specific Summer School safeguarding training as well as East Sussex county council Level 3 safeguarding training. So far this role has been a resounding success allowing one member of staff to solely focus on safeguarding and welfare whilst being supported by the three other summer school DSLs and to trust safeguarding leads. We will continue to have this role for future years and look at how we can introduce further CPD for all staff during the summer. Three members of our head office team completed Mental Health First Aid training for this year, this will increase for next year and allow more support in this area. All safeguarding and welfare policies will be reviewed. House parent and Activity House Leader JD's will be reviewed to assess the cover in these areas."

Site visit checklist

Check	Comment
Verify the accuracy of submitted documentation	Those documents and the information that could be checked were 'checked'.
Tour the school and see the facilities with, if possible, a student guide	I was led around the campus by Luke and two other centre staff. They were knowledgeable about the school and the facilities. The premises are first class as one would expect from a prep school of this calibre. Excellent modern sports facilities contrast with the historic charm of the buildings, whilst the enclosed campus ensures a safe environment for young learners.

Meet a student focus group (5 students, no staff present)	Ages, nationalities: 8-11 One Ukrainian seemed to want more English classes Progressing? Writing and speaking have improved. Best bit? Acting, activities, English lessons, food. Worst bit? Food, phone time can be limited or wrong time for Japanese due to time zones. Want to come back? Yes
See examples of student feedback from the last twelve months	Yes. And how these were addressed, both negative and positive.
Read the complaints' record and review the action taken	Read and comprehensive.
Meeting with DoS / Academic department	Sam – Academic Manager. Amy – Activity Manager – student behaviour is getting worse. Improving the soft skills of teachers to address this. Patricia – Centre Director 3 rd – also an agent Maria – welfare 4 years into the role. Not many changes since last summer so quite smooth operations

	English for the future – excursions are themed to their course eg renewable energy They need a longer staff induction for front end staff. Centre specific inductions would also be better rather than all centres together as each centre works differently. Online is fine for administrative but one day in the centre would be beneficial. Feedback questionnaires need to be better tailored to student levels and the activities etc at each centre.
Meeting with Marketing staff	This was largely the Director and Assistant Director, who perform most of the 30 marketing/sales trips each year. Most of these are BTB but they do quite a few BTC. They have been regular attendees at QE events and appreciate the quality of the agents who come. They will be attending a lot of QE events in 2026. They have exclusivity with a Turkish agent which works well as they have 14% Turkish. Focus on increasing Thai, Vietnamese, South America. 32% direct bookings – looking to increase to 40%. They do this without offering specific discounts which avoids upsetting agents. The Trust is supporting their marketing initiatives eg new videos, SEO.
Admissions	Structured commission based on numbers. 2 references for agents, sign agreements, add to database. Comprehensive student reg form which covers minute details eg how much free time they are permitted on trips, photography etc.

	Was shown the CRM which is incredibly robust and detailed. Built bespoke for BEDEs and now used by a couple of other schools inc BSS.
Meeting with Accommodation and Welfare manager	I was able to meet one of the house parents who is also actively involved in the day to day operations. It is clear that there is a lot of crossover in roles and this brings a unity to the team. All staff had a tangible understanding of the importance of their role and the welfare of students in all its forms was paramount in all of our discussions.
Check that the legal status, ownership and management of the school has not changed	Nothing has changed here.

References

Extracts from agent references:

Quality Assurance Report for BEDE's Summer School

Agent	Extract
Pepa Ferrer	BEDES is fantastic. I have been working with them for years bringing my mini groups and staying on campus for the whole summer at BEDES Dicker. I know what I am talking about. :) The high standards in customer service (in all the chain processes from the enrolments, follow up, daily operation during summer, approach to agents), the outstanding team (teachers, Managers, Activity Leaders), the facilities, the food! .I highly recommend them. I feel part of BEDES over the last couple of years. Fully committed in my promotion of their programmes. Fully confident I promote one of the best schools with high standard of response if any incidents happen.
LA ROUTE DES LANGUES	BEDE’S IS ONE OF THE MOST RENOWNED AND RESPECTED SUMMER SCHOOL IN THE UK AND BRINGS CREDIBILITY TO THE “QUALITY ENGLISH” LABEL BY TAKING THE TIME TO APPLY FOR IT!

Oxford Viaggi	I am pleased to say that Bede's is definitely the best in every respect as far as we are concerned; students' reports are excellent for every aspect ! The only criticism from Italians may be food, but most do acknowledge that, being used to Mama's cooking, it is inevitable :-)
---------------	---

Quality Assurance

Impressions of Quality	Minas (responsible for quality control) is incredibly passionate about the school and ongoing improvements. They take feedback and "student voice" comments very seriously and implement necessary changes when relevant. Continuous feedback from staff helps them to improve and streamline operations. The nature of the whole environment and the seamless way everything is organised really highlight the quality. The large numbers of returning staff, and students speak volumes. The atmosphere is attentive, relaxed and efficient. There is a clear sense of enjoyment amongst the staff.
------------------------	---

Examples of Quality solutions, when faced with difficulties	Initiated more CPD for very specific topics. Cross-centre inductions but also centre specific are needed. Internal promotions are important and increase loyalty and consistency. Teacher observations – drop ins throughout first week and discussions about what they can improve.
---	---

Key element	Comments
Welcome and general 'atmosphere' – staff friendliness and professionalism	Very welcoming and friendly staff who looked after me during my visit and show the same attention to each student. All staff have an excellent knowledge of the school and share a passion for it.
Buildings, furnishings and décor – condition, attractiveness, practicality	All in good order and well laid out. There is clear evidence of investment and expensive expansion. The sports facilities are modern and expansive, whilst the historic buildings are well maintained.

Systems and operations – CRM, online learning, use of tech	A new website will be launched in the next 12-24 months but the current one still serves its purpose. The CRM was highly impressive – as were the Admissions staff who are its custodians. Most classrooms have interactive smart boards, whilst there is also a lot of tech available for young learners eg TVs and projectors.
Academic – how do they focus on ensuring academic excellence	There are regular CPD sessions during the summer and a year round team that collate and curate the online resources. They are committed to retaining/improving their BC strengths, with a particular focus on Teaching for the next inspection.
Student welfare – how does this stand out from other schools?	Any concerns from students are dealt with quickly and easily due to a clear policy of sharing and disseminating information through all key staff. Their processes for doing this and the student guides are impressive.

QE Branding and engagement review

Based on use of brand, attendance at QE missions and events and submission of news articles.

Whilst there is limited QE branding at the Eastbourne Prep School, I was reassured this is mainly located at the Upper Dicker centre. We agreed QE would provide posters for them to print and display at all centres.

They regularly attend QE Missions (5-6 per year) and will continue to do so. They attend the QE quarterly meetings and Academic Webinars whenever possible.

Conclusion

The staff were very eager for the visit and proud of the school, their work and the cohesion of their small but perfectly formed team. The Eastbourne campus is one part of their bigger operation but operates smoothly and is indicative of how the wider organisation is run. The year-round staff visit each centre every week throughout the summer which ensures consistency across the programmes.

Staff and students were all well informed and enjoying their summer as much as each other. The school's CRM system is a blueprint for how a (summer) school should be organised as it comprehensively brings together all elements of admissions and operations.

Everyone is made to feel welcome and the efficient systems benefit from being managed by a strong team who are not afraid to embrace change and new ideas.

Quality English looks forward to working closely with BEDE's Summer School for many years to come.

Visit carried out by: Jonathan Swindell
Place: Upper Dicker, Bede Senior School
Date: Thursday 14th August 2025