

Organisation name	Brooke House College Summer School, Market Harborough
Inspection date	10–12 July 2024

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 safe, 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 Brooke House College Summer School, Market Harborough, in July 2024. 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 vacation courses for under 18s.

Strengths were noted in the areas of strategic and quality management, staff management, student administration, learning resources, academic management, course design, learner management, care of students, leisure opportunities, and safeguarding under 18s.

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

Introduction

Brooke House College (BHC) is a family-owned, independent boarding school for secondary school students, many of whom come from outside the UK. Brooke House College Summer School (BHCSS) operates as a distinct department within BHC, using the same premises and facilities as BHC, but recruiting its own teachers and activity staff, some of whom may be employed at the year-round school. It runs for nine weeks between June and August. Most of the students at BHCSS come through agents, and around 75 per cent come in groups with group leaders. The school also runs a football academy with some optional English lessons offered.

The inspection took place over two and a half days, with two inspectors. Meetings were held with the owners, the summer school director, the operations manager, the director of studies (DoS), the head of boarding, the people partner (HR), the health and safety officer, the chief operating officer, the finance officer, the nurse and the two senior activity leaders. Meetings were also held with groups of teachers, activity leaders, group leaders and students. One inspector visited four residences and a leisure centre to observe activities. All teachers timetabled during the inspection were observed.

Address of main site/head office

Brooke House College, Market Harborough, Leicestershire LE16 7AU

Description of sites visited/observed

BHCSS is held in BHC, which is situated close to the centre of Market Harborough. BHCSS makes use of premises on the main campus and of a number of school buildings in the town which are all within walking distance of the main site. On the main site there are the reception, offices and rooms for teaching and activity staff, classrooms, social spaces for students, residential accommodation, gardens and open spaces and a basketball/football area. The kitchens, servery and dining rooms are in a building across the High Street from the main site.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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"/>
Applied English/Content and language integrated learning (CLIL)	<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

Vacation courses in general English for students aged 10–17 are offered over nine weeks in June, July and August. The minimum course length is two weeks. All students sit an externally validated speaking examination at the end of their course or follow a course which prepares them for the IELTS examination. Students attending the separate football academy are offered five hours per week of English language lessons.

Management profile

BHCSS is a department within BHC. BHC has an Executive Steering Group (ESG) on which the summer school director sits. For the summer school operation, the summer school director line manages the DoS and assistant director of studies (ADoS), the operations manager, the head of boarding, the finance officer, the transport manager, the nurse and the HR manager. Teachers report to the DoS and activity leaders report to the operations manager.

Accommodation profile

Students stay in residential accommodation, in one of nine boarding houses belonging to the school. These are all on the main site, or within walking distance of it. Facilities range from single ensuite to multi-bedded rooms

(maximum three students) with shared facilities. Each house contains a common room and kitchenette. Students are allocated to specific houses on the basis of age and gender.

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 students and in accordance with the school's stated goals, values and publicity. *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 safe, comfortable and professional environment for work and relaxation. A good 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. *Learning resources* 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 (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 met the requirements of the Scheme. *Academic management, Course design and Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Great care is taken by a range of staff working collaboratively within the school to meet the needs of students for security, pastoral care, and local information. Accommodation in the school residences is of a very satisfactory standard, and the management of the accommodation systems works to the benefit of students. Wide-ranging and well-organised leisure and sporting activities both in and outside the school are available to students. *Care of students and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There are appropriate policies and provision for the safeguarding of students within the organisation and in the leisure activities and accommodation provided. The school attaches importance to the training of all staff and there are good systems in place for supervision. *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.	Met
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.	Met
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

M3 The overall structure for the school is well described and understood, with clearly defined lines of responsibility applicable to the summer school operation. Staffing is generous and staff are able to cover for each other on an everyday basis, as well as during planned absences.

M4 Communication channels are very effective. Various means are used, both formal and informal, to ensure that staff and students receive information in a timely manner. Excellent use is made of electronic messaging and portals.

M5 There are very efficient systems to collect and collate feedback. There is evidence that feedback is acted upon swiftly if appropriate and that it informs planning and development.

M7 Review systems are of a high standard. There is a comprehensive and regular quality review cycle with reports going to the executive board. The reports include proposals for future improvement and development. A detailed self-evaluation document was submitted prior to the inspection.

Staff management and development**Area of strength**

M8 The provider implements appropriate human resources policies, which are made known to staff.

Strength

M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.

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, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.

Met

M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.

Strength

Comments

M8 Human resources policies are very good, with account taken of the individual circumstances of staff members.

M10 Recruitment policies are excellent and procedures are carefully and systematically followed. Systems for obtaining references are particularly rigorous.

M11 Induction procedures are tailored to need, depending on the role and whether staff members are new to the school and/or the requirements of the summer operation. All members of staff undergo preparation and regulatory training online prior to the start of the courses, in addition to a face-to-face induction at the school before the arrival of the students.

M13 CPD for all staff is well established and funded. Appraisals effectively identify developmental needs and opportunities. Statutory training is well documented and individual members of staff have received training in areas such as first aid, food hygiene, writing risk assessments and mental health first aid. Support is available for staff members wanting to add to or upgrade their qualifications.

Student administration**Area of strength**

M14 Staff are helpful and courteous to students and their representatives, and provide good 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.

Strength

M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.

Strength

M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.

Met

M18 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

M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.

Met

M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.

Met

Comments

M14 The level of customer service is extremely high. There is ample evidence of the personal attention given to students and their parents, to group leaders and to agents.

M15 Agents and individually booked students and their parents receive personalised information and advice on course choices throughout the year from the summer school director and the operations manager.

M16 Cancellation procedures are clear and personal circumstances are always taken into consideration. There is evidence that the school responds sympathetically and generously to unforeseen changes of plans. Well-managed systems allow relevant staff easy access to the information.

M18 Attendance and punctuality policies and procedures are appropriate for the age of the students. There are excellent systems in place to track the whereabouts of students at all times, with attendance at lessons and activities and in the residences monitored throughout the day.

Publicity	Met
M21 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.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the website. There is a section within the BHC website dealing specifically with the summer school. There is also a brochure for BHCSS, available to download from the website. Social media is also used.

M23 The advertised maximum class size is 12; however, at the time of the inspection one class contained 13 students.

M25 At the start of the inspection, some of the information about the level of care and support given to students was not easy to find. However, this was amended during the inspection and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Not met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

Comments

P1 Measures to ensure the safety and security of students on the premises are comprehensive and effective. Full risk assessments are carried out and systematically updated with records of action taken. Keypads control entry to all buildings. There are frequent fire drills and evacuations, with trained fire marshals.

P3 This criterion is met overall. However, a few of the classrooms are very cramped and it is difficult to ensure that all students can see the board and each other.

P4 The new dining arrangements are of a high standard and there are suitable areas for students to relax between lessons and activities. There are water fountains in multiple locations.

P5 In some buildings, signage – for example to classrooms, is lacking.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength

P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
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.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P7 There is a good range of appropriate learning resources for the courses taught. All students are given a coursebook. A generous supply of stationery items is provided for each class.

P8 Resources for teachers, both in paper form and online, are well organised and easily accessible. Additional course-specific resources have been compiled for each level, and online programmes for use in the classroom have been purchased.

P10 An online 'library' has been created which can be accessed via the Student Portal or QR links on posters in classrooms. The activities are graded to the different levels and cover different skills useful for preparing for the exams.

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

Comments

The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength

Comments

T5 Cover arrangements are very good; members of the management team can cover at short notice and additional teachers can be brought in to cover for planned absence.

T8 Teachers commented very positively on the availability and approachability of the academic management team and feel very well supported by them. A buddying system ensures good peer support for teachers new to the school.

T10 CPD sessions for all teachers, based on areas identified in observations and appraisals, are held every week. In addition, teachers are advised about and encouraged to take up training opportunities offered online.

Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

Comments

T11 There is a clear and appropriate principle underlying the course design: to encourage confidence and communication. An external spoken English exam forms the basis of all courses, with exams taken by all students at the end of their course.

T12 Students have the opportunity to use the language learned in their morning classes in mixed nationality 'teams' doing activities in the afternoons, evenings and weekends.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T17 There are very well-managed procedures for helping students to identify their learning objectives and to monitor their progress with weekly reviews and preparation for the external examination. Students staying longer, or returning, are helped to progress through the levels.

T18 All students take an external exam that focuses on speaking skills. Academic staff are knowledgeable about the exams and able to identify the level or the exam best suited to the students. An admissions tutor from BHC is available to give students advice about progression to mainstream UK education.

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	All: lessons to prepare for the spoken exam and IELTS; English for students on the football programme.

Comments

The ADoS was scheduled to teach during the week of the inspection.

Teaching: classroom observation	Area of strength
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Not met

T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met
Comments	
<p>T19 Overall, teachers produced accurate models of spoken and written English. Explanations were generally clear, with relevant examples of language.</p> <p>T20 The criterion was met overall. The content of the lessons took into account the overall objectives of the course. However, in most plans there was little evidence of identification of differing individual learners' needs, strengths and weaknesses.</p> <p>T21 The intended learning outcomes were usually made known to students on the board at the beginning of each lesson, although the link between learning outcomes and activities was not always made sufficiently clear. Objectives were usually achieved through an appropriate sequence of activities and better plans included a stage to review outcomes.</p> <p>T22 There was evidence of a satisfactory range of techniques to present and practise language and to develop skills. Teachers generally elicited, nominated and illustrated the meaning of target language well.</p> <p>T23 Teachers made satisfactory use of the available technological resources. Whiteboards were generally well laid out and good use was made of worksheets and handouts to prompt language production. The cramped nature of some of the classrooms made it difficult to conduct activities in which students moved round or changed pairs and groups.</p> <p>T24 Teachers monitored students' performance during activities and provided encouragement. Instances of good work and success were acknowledged. However, there was little or no error correction, particularly of pronunciation.</p> <p>T25 Lessons included activities and short tasks for teachers and students to evaluate whether learning was taking place. Teachers provided opportunities for students to demonstrate their ability to use recently learned language.</p> <p>T26 Overall, teachers promoted a positive and purposeful learning atmosphere and were able to engage students' interest. However, in some higher-level lessons the discussion of a topic was dominated by the teacher; students were not enabled to make contributions of any length.</p>	

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 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.	Met
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Strength
Comments	
<p>W1 The Critical Incident Plan is comprehensive; its main elements are included in staff and student handbooks. Students are required to download an encrypted communications app reserved for use during an emergency and an app enabling their location to be determined.</p> <p>W5 Transfers are arranged for all group and individual students through an airport transfers service. Students are informed in advance of the name of their driver. All school locations in Market Harborough are within walking distance. Useful information is given to students about the various aspects of living in the UK they encounter.</p> <p>W6 There is a school medical centre with two beds and medical facilities. A qualified nurse works full-time in this centre and takes the lead on any medical and health care matters.</p>	
Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Strength
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength

W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W8 Common areas and student rooms are cleaned daily. There are laundry facilities in all houses.
W9 Only BHC housing is used for students; there is an accommodation manager with a team of staff who ensures that the houses are safe and suitable for students.
W13 Students receive three hot meals a day in school dining facilities, with packed lunches on excursion days. There is a very wide range of dishes available with a number of healthy options.

Accommodation: homestay only

W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

None.

Accommodation: other

W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

Leisure opportunities

W19 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
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength

Comments

W20 There is a very wide range of activity types and of activities with as many as four choices for each activity slot. These are chosen to provide activities suitable for different ages and interests.
W21 The leisure programme with sixteen activity leaders, two senior leaders and an overall manager, is very well structured and managed and is clearly well resourced.
W22 There are full risk assessments for all activities and excursions. These are regarded as live documents with updating after each iteration.
W23 Activity leaders have appropriate experience and are well trained in a five-day induction period. They reported that they were very well supported by the two senior activity leaders and the operations manager.

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.	Strength
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.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
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

All students are under 18 with ages ranging from 10 to 17.

S1 There is a detailed and comprehensive safeguarding policy reviewed annually by the board of directors and an advisory board. The summer school director, who is a deputy designated safeguarding lead (DDSL) through the academic year, is DSL during the summer.

S2 The safeguarding policy is available through the staff portal. Safeguarding training for summer school staff is followed by a quiz to check comprehension and retention of key policy details. Academic year staff who also work in the summer school have in-service training annually in September. Group leaders are asked to do British Council online safeguarding training and forward certificates of completion for this together with police certificates before arrival.

S4 All staff have relevant suitability checks and two references. All written references are followed up with phone calls. Group leaders are required to present a current police check.

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

Inspection history	Dates/details
First inspection	2015
Last full inspection	2019

Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Football Academy
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Year-round school (including international students)

Private sector

Date of foundation	1967
Ownership	Name of company: Brooke House College Limited Company number: 12001673
Other accreditation/inspection	ISI

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	August
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	19	48
Full-time ELT (15+ hours per week) aged under 16	133	107
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	4	5
Part-time ELT aged under 16 years	1	4
Overall total ELT/ESOL students shown above	157	164
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	2 weeks	2 weeks
Junior programmes: predominant nationalities	Italian, Spanish, Romanian, Polish, Turkish, Vietnamese	Italian, Spanish, Romanian, Polish, Turkish, Vietnamese

Staff profile

	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	13	14
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	13	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	14	
Total number of support staff	28 plus year-round school staff	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers

TEFLQ qualification and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	3
A TEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	6
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	3
Total	13
Comments	
A number of the teachers without TEFL qualifications teach in the year-round school.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	157
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	157
Overall total adults + under 18s	157	

Items requiring early action

None.