

Organisation name	Discovery Summer, head office London
Inspection date	31 July – 2 August 2023

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. However, evidence should be submitted within three months to demonstrate that weaknesses in W1 have been addressed. The required evidence was subsequently submitted

Summary statement

The British Council inspected and accredited Discovery Summer in July/August 2023. 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 language teaching organisation offers vacation courses for under 18s and adults.

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

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

Introduction

Discovery Summer (DS) provides residential courses for young people in high quality independent schools during the summer holidays. There is also a non-residential centre in London, which offers courses to adults (18+) and juniors and teens (5–17 years). The adults on the non-residential course are very often parents of the children studying at the school.

Notable characteristics of DS are the wide mix of nationalities with quotas for same-language groups, a significant number of returning students, a high staff-to-student ratio, a high rate of returning staff with many promoted over the years, and the use of English school children (English hosts) who take part in lessons and social activities and live in residences with the visiting students.

The inspection took place over three days. A day was spent at Radley College and meetings there were held with the course director, the centre co-ordinators, the junior and the teen directors of studies (DoSs), the junior and the teen social directors and a representative of the host college. There were focus group meetings with students, teachers, activity leaders and house parents. A meeting was held with two group leaders.

The second day was spent at the non-residential centre in Collingham Sixth Form College. Meetings there were held with the centre director, who is also the DoS for adult courses, the DoS for junior courses, who is also the welfare officer and three course assistants. There were focus groups with adult students, junior students, and teachers.

All teachers scheduled to teach at both centres over the inspection were observed.

At head office (HO) on the third day meetings were held with the managing director, a director, the manager, and the academic manager.

Address of head office

33 Kensington High Street, London W8 5EA

Description of sites visited

Radley College is set in its own grounds a few miles outside Oxford. The organisation has the exclusive use of two main blocks, one for junior courses and one for teen courses. In each of these there are office spaces, classrooms, separate rooms for teachers and for activity leaders, and additional rooms for storage of equipment. In the teens block there is a large hall used for whole school assemblies every morning and in the junior block a very large relaxation area. Meals are taken in the large dining hall, located in a separate building. Boarding houses, a swimming pool, sports and activity areas are also located on the school campus.

Collingham is a small private Sixth Form College located a short distance from the head office in a quiet residential area in central London. Apart from the ground floor, which is occupied by Collingham College staff, the organisation has sole use of the building. Classrooms, a teachers' room and offices are located on each of floors one to four. One further classroom and a small cafeteria area are located in the basement. There is a large common room on the first floor where the junior children take their breaks.

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 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

Radley College offers junior courses for ages 11–14 and teens courses for ages 14–17. The 22.5 hours tuition is divided between English skills, Global minds and presentations. The Global minds course includes sessions on digital media, drama/dance, green thinking, science and technology and British culture. Students can also prepare for and take an externally validated speaking exam.

Collingham offers a half-day junior course for ages five to 17, a full day course for teens aged 13–17, and a half-day course for adults (18+). The weekly juniors' and teens' courses are primarily project-based around museum visits and parents are invited to the presentations on the final day. The adult course is a half-day general English course of 15 hours a week.

Management profile

The organisation is family-owned and is managed by two family members, an overall manager and an academic manager. They are assisted by other HO support staff. The centres are managed by centre directors (CDs). At Collingham the CD is also the adult course DoS and there is also a junior course DoS. At Radley the CD is assisted by a junior course DoS, a junior social director, a teens DoS and a teens social director. Several centre coordinators at each centre assist with the day-to-day running of the courses.

Accommodation profile

At Radley students are accommodated in five boarding houses, which are within a short walk of the main teaching blocks. Boys and girls are accommodated separately and according to age, with staff members and group leaders distributed among them. Accommodation is in single rooms or cubicles with shared bathroom facilities. Each house has at least one common room for students with a variety of games such as ping-pong and pool. Kitchen facilities are also available for students to use.

No accommodation is offered for students at Collingham.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in all 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 their publicity. The structure of the organisation is well established, and communication is generally very good, as is the overall management and development of staff. Student administration is carried out efficiently and effectively. *Strategic and quality management, Staff management, Student administration and Publicity* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in all respects. Overall, the premises provide students and staff with a comfortable and professional environment for work and relaxation. A good range of resources is available, appropriate to the age and needs of the students and these are regularly reviewed and adapted to suit changing requirements. *Premises and facilities and Learning resources* are areas 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 which meets the demands of the courses offered and the needs of the students. Courses are well structured, teachers receive very good support, and learners are managed effectively. 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. There are generally good levels of safety and security and pastoral care is taken very seriously by all members of staff. Residential accommodation is well managed and of a high standard. The leisure programme is extensive, very well resourced and managed appropriately. *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, the policy is comprehensive and made known to all members of staff. Recruitment procedures are robust and staff training is extensive. *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.	Strength
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.	Met
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

M1 The goals and values are very clear, and it is evident that everyone in the organisation is fully aware of them. While the core beliefs remain unchanged, the way they are expressed and presented is reviewed annually at the staff training weekend.

M2 Short, medium and long-term plans are realistic and explicit, and progress towards achieving the goals is carefully monitored.

M3 The structure of the organisation is well established and a very high rate of returning staff ensures continuity from year to year. Staffing levels are good, and both staff and managers are supported well with the addition of assistants and student hosts.

M4 Generally communication is excellent within the centres, between centres and HO, and with the wider organisation of which DS is a part. However, at Collingham there has been an occasional lack of co-ordination between DS and the hosting venue.

M5 Methods of collecting, recording, collating and analysing feedback are very effective. A daily log records action taken on a day-to-day basis.

M7 The organisation is committed to continuing improvement. In addition to feedback from staff and students, the review process is informed by quality assurance and programme consultants and regular internal audits.

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 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

M8 The organisation has very thorough human resources policies which are clearly known by staff. In addition, staff feel very valued and respected on a personal level.

M10 Recruitment procedures are very thorough. Selected staff are encouraged to return and high standards are set for the selection of new staff.

M11 Senior staff attend a full residential weekend and centre staff attend two days at the centre for briefing and training. Inductions are thorough and all staff reported feeling very well prepared for their roles.

M12 All staff have two appraisals, one mid-course and one at the end of the course. Goals are set and very careful monitoring and observation procedures are in place.

M13 Professional development is encouraged, provided and facilitated for all staff. Many staff start as student hosts and each year progress to roles with more responsibility. Mentoring, observations and training are all used effectively. All staff commented very positively on the opportunities for development during their time with DS.

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.	Strength
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 Staff are extremely helpful and courteous to students and all their representatives. Many students come back year after year because of the excellent customer care and attention received.
M15 The information given about the courses is very thorough. Knowledgeable HO and centre staff are able to give personalised advice about the courses and about which course would suit the needs of each student.
M19 Policies are made very clear and procedures to follow up any issues are appropriate and effective.
M20 There are very clear procedures in place to follow up on any discipline issues. Advice and support on appropriate ways to deal with any challenging behaviour is always available from HO.

Publicity	Area of strength
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.	Strength
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
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.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity consists of a website, brochure and various social media. The website is the main medium.

M22 A very realistic impression is given by the use of photographs and short video clips, Premises, services and facilities are all very accurately described.

M23 The English used throughout is clear, concise, accurate and very accessible. In some sections, text is appropriately aimed at the students.

M24 All the information is easy to find and offers an optimum amount of detail.

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.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met

P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
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.	Strength

Comments

P3 While there are ample and extremely comfortable spaces for relaxation at Radley, at Collingham there is only one room available for the junior students at break times, and this is furnished with tables and chairs. This arrangement is acceptable, but not ideal for the younger students.

P4 All meals are taken in the dining room at Radley. Students are offered a wide choice of nutritious and appetising meals and feedback from students was very positive.

P5 The signage is very good and both centres have large noticeboards and spaces where information is presented very attractively.

P6 Teachers, activity leaders and managers all have large, well-organised spaces for work and relaxation, with separate storage spaces. The rooms are well equipped, suitably furnished and laid out.

Learning resources	Area of strength
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.	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 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.	Strength

Comments

P7 Students are given a student folder where they can keep their project work and, on the blank pages, record their diaries and class work. Students receive guidance in accessing and using the online learning platform, which is available for them to use during and after they finish their course.

P8 Teachers have access to a very wide range of online resources, both in-house and published. They also have a large stock of photocopiable books, all providing very suitable materials and activities for the junior age groups and adults.

P12 Resources and materials are reviewed and developed continuously. The academic manager focuses year round on developing these. Suggestions from teachers are welcomed and acted on while the courses are running and in feedback.

Teaching and learning

Academic staff profile	Met
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.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T2 Rationales were needed for three teachers with ELT qualifications which do not fully meet Scheme requirements. All these teachers had appropriate experience and were being well supported. Rationales were accepted within the context of this inspection.

T4 The centre DoSs were all very suitably qualified, experienced and had all worked for many years as academic managers with DS. They are supported by a very well-qualified academic manager at HO.

Academic management

	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
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

T5 Teachers are recruited carefully and selected according to their previous experience with DS or elsewhere. In-depth knowledge of the new and returning staff allows them to be matched very well to different course types or age groups.

T7 The DoSs are not scheduled to teach and there are also other members of staff qualified to teach, currently holding non-teaching roles, who would also be available for cover.

T9 The experienced DoSs offer excellent day-to-day support to teachers. Teachers reported that the DoSs are always available and offer invaluable guidance and assistance when needed. In-house training sessions are delivered every week.

T10 All teachers are observed at least twice during the course. During the first week there are pop-in observations, where individual feedback is given with follow up plans. The formal observation monitors and develops these plans and is often followed by a further observation. Teachers found these observations and the feedback and advice given extremely helpful.

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.	Strength
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.	Strength

Comments

T11 Course design is very clear on both the English skills and Global minds courses, and teachers are given very clear guidance in writing, including links to suggested materials and resources. However, the project-based course at Collingham, while having clear objectives, offers less guidance to teachers on how to achieve them.

T12 Course design is regularly reviewed at the end of each course. The reviews are informed by feedback from teachers and students and revisions and adaptations are made to match the change of interests and requirements.

T14 Excursions are very much linked to the academic programme in Radley. There are activities in class time to prepare for excursions and then to follow up. At Collingham, the projects are based around four set museum visits and students prepare presentations at the end of the week.

T16 The English 'student hosts' are with the students on excursions and activities and in the residences and so they therefore have every opportunity to use their English with them. The excursions offer further opportunities for

students at both centres to practise out of class, what they have learnt in class.

Learner management	Area of strength
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.	Strength
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.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength
Comments	
<p>T18 Regular learner reviews allow students as well as teachers to assess progress against the weekly learning outcomes. Teachers discuss the reviews with students, and there is an effective sticker-reward system.</p> <p>T21 End-of-week reports are included in the final end-of-course report. The reports comprehensively cover the content of the course and progress made and include suggestions for continuing learning at the end of the course.</p> <p>T22 Two education consultants give students and their representatives detailed information and advice about mainstream UK education. Managers at HO advise parents of younger students.</p>	

Classroom observation record

Number of teachers seen	14 at Radley; 7 at Collingham
Number of observations	14 at Radley; 7 at Collingham
Parts of programme(s) observed	Radley: English skills and Global minds Collingham: General English for adults and project-based general English for juniors

Comments

Junior classes were observed for all age groups at both centres.

Teaching: classroom observation	Area of strength
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.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
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.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 On the whole teachers demonstrated a sound knowledge of the linguistic systems, provided clear models and explanations of grammar, and paid attention to pronunciation.

T24 There was a clear focus in plans on the different needs of the students and objectives of the course. The topics chosen were thought-provoking, of interest and challenging. The materials and activities were well-suited to the age of the students and to achieve the aims of the course.

T25 Although the lesson aims were presented to students at the beginning of the lesson, in some segments, these were not presented as outcomes or in student-appropriate language. Generally, there was a coherent sequencing of activities to achieve the outcomes.

T26 Generally, a range of effective teaching techniques was seen, including eliciting, a focus on study skills, prompting, the use of gesture and the checking of instructions.

T27 Teachers on the whole managed a well-chosen range of resources and the classroom environment effectively. In some cases, the furniture was not arranged in a way that allowed effective communication between or movement of students when needed.

T28 A range of effective correction techniques was seen in most segments and the use of praise was encouraging.

T29 Careful monitoring, short tasks and end-of-lesson reviews were effective ways that enabled both teachers and students to evaluate learning.

T30 Overall, teachers created very positive learning atmospheres and students were engaged, confident and motivated.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory against the criteria, with the majority being satisfactory. Teachers planned very effectively for learning outcomes based on the needs of their students and the course aims. A range of appropriate techniques was used to involve the students in purposeful learning tasks and the classroom environment and resources were generally handled well. Students were fully engaged, and teachers created positive learning atmospheres. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength
Comments	

W1 Premises risk assessments lack sufficient detail on potential risks posed in the building at Collingham, and inadequate consideration is given to spaces shared by adult and junior students.

W2 While there is a comprehensive emergency plan in place for the organisation as a whole, staff were unsure about levels of responsibility between the host organisation and the DS team at Collingham.

W3 Care of students is paramount for all staff at the schools and features heavily in induction and staff training. Welfare officers are named at each site but students know they can approach any member of staff if they have a problem. The online portal allows all staff to report any concerns and this is closely monitored and promptly acted on by centre and HO staff.

W4 Tolerance and respect features in the organisation's goals and values and all staff make every effort to ensure policies are promoted at every opportunity. There is a pervading attitude of kindness and consideration in all staff-student interactions.

W6 Transfer arrangements are made very clear and the airport rep handbook provides additional guidance for staff including what to do in emergencies, what to take to the airport, and lost luggage, for example.

W7 Information on life in the UK is provided for students in the London Survival Guide sent in advance to students at Collingham and mini-quizzes are arranged for parents waiting to collect their children. Aspects of life in the UK are built into the course programme for all students.

W8 The organisation offers first-aid training to all members of staff prior to each course and is consequently well covered in this area. A nurse visits several summer centres regularly and information on local GP and NHS services is provided at each centre.

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	
<p>W9 The accommodation visited at Radley was clean, comfortable and entirely suitable to the student profile. All students have their own room or cubicle, with good access to showers and toilet facilities. Common rooms provide a range of leisure facilities including ping-pong and pool tables, as well as TV areas and comfortable seating. Student feedback was positive about the accommodation provided.</p> <p>W10 Cleaners focus on different areas of the accommodation each day and laundry arrangements are well managed and organised. The student houses were seen to be very clean during the inspection visit.</p> <p>W11 The school managing director meets the host schools during the year to identify accommodation needs and ensure high standards. Centre directors and house parents then review all accommodation prior to student arrivals.</p> <p>W13 Daily meetings with house parents ensure any issues are identified and quickly dealt with. Ongoing written feedback is encouraged throughout the course via the QR codes linked to feedback questionnaires, and suggestion boxes. Evidence was seen that actions are taken in response to feedback.</p> <p>W15 Students gave very positive feedback at the focus groups on the range and quality of the food at Radley. A good choice of hot food, a deli bar and dessert options are available for lunch and dinner.</p>	
<i>Accommodation: homestay only</i>	
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.	
<i>Accommodation: other</i>	
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	
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.	Strength
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.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength
Comments	
<p>W23 There are clear links between the activity and academic programmes at all residential centres and the school takes every opportunity to share information on life in the UK. At Collingham, which is non-residential, photo competitions and quizzes encourage students and parents to engage in a variety of cultural activities.</p> <p>W24 The leisure programme is entirely appropriate to the student profile and offers students a good range of cultural, sporting and creative activities. The programme is adapted in response to student feedback and consideration is given to long-stay students.</p> <p>W25 Radley has an experienced social director and a team of activity leaders who receive excellent training and support. Full itineraries are prepared for all excursions and on-site activities are well planned and carefully organised. The SD role is shared at Collingham.</p> <p>W26 Risk assessments are prepared for every activity and staff are conscientious in identifying and recording additional risks encountered. At Collingham, however, risks identified for the four museums that are visited regularly as part of the academic programme had been assessed without awareness of venue's risk assessments or emergency procedures.</p> <p>W27 Staff recruitment, training and support systems are exemplary, and several staff have worked their way up to positions of responsibility through previous roles within the organisation.</p>	

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	
<p>All students at residential sites are under 18. At Collingham, there were 39 junior students attending morning only classes.</p> <p>S1 The organisation has a comprehensive safeguarding policy which includes the names and contact details of the designated safeguarding lead and deputy. Designated safeguarding persons (DSPs) assume responsibility at each site. The policy was written with input from an external consultant and is reviewed regularly. The policy is supported by useful practical documents and incident reporting procedures.</p> <p>S2 Safeguarding is a key feature in all staff responsibilities and everyone is very aware of how to report concerns. All staff are trained to a minimum Basic Level with course and social directors to Advanced Level. Further training features prominently in induction programmes. Group leaders also receive guidance in this area.</p> <p>S4 Recruitment procedures are very thorough and extremely well managed. Sampled staff files were exemplary, complete and easily accessed.</p> <p>S5 There is a high ratio of staff to students and house parents, activity leaders and course assistants are carefully selected and given good training. Registers are taken regularly throughout the day by various members of staff. However, insufficient consideration is given to spaces shared by adult and junior students at Collingham.</p>	

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	2002
Last full inspection	2018
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	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2002
Ownership	Name of company: Discovery Summer Ltd Company number: 2552448
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	33 Kensington High Street, London W8 5EA
Name and location of centres offering ELT at the time of the inspection but not visited	Discovery Summer C/o Shrewsbury School The Schools Shrewsbury Shropshire SY3 7BA Discovery Summer C/o Marymount International School George Road, Kingston upon Thames Surrey KT2 7PE
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	Discovery Summer C/o ACS Cobham Portsmouth Road Cobham KT11 1BL Discovery Summer C/o Winchester College Porter's lodge College Street Winchester SO23 9NA

DATA ON CENTRES VISITED

1. Name of centre	Discovery Summer C/o Radley College Abingdon Oxford OX14 2HR
2. Name of centre	Discovery Summer C/o Collingham 23 Collingham Gardens London SW5 0HL
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited				
Centres	1	2	3	4	5
ELT/ESOL students	At inspection				
18 years and over	0	8			
17 years and under	106	39			
Overall total					
U18 programmes: advertised minimum age(s)	11	5			
U18 programmes: advertised maximum age(s)	17	17			
Predominant nationalities	Radley: Turkish, German, Italian Collingham: Turkish, Chinese, Japanese, Italian				

Staff profile at centres visited	At inspection				
Centres	1	2	3	4	5
Total number of teachers and academic managers on eligible ELT courses	14	9			
Total number of activity managers and staff	16	0			
Total number of management (non-academic) and administrative staff	3	3			
Total number of support staff	7	0			

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

Additionally, the Academic Manager at Head Office is TEFLQ with three years' experience. No teaching was planned for the week of the inspection for any academic managers.

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	3	0			
TEFLI qualification	6	3			

Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	1	3			
Teachers without appropriate ELT/TESOL qualifications.	2	1			
Total	12	7			

Comments

None.

Accommodation profile

Numbers of students 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										
Private home										
Home tuition										
Residential						106				
Hotel/guesthouse										
Independent self-catering e.g. flats, bedsits, student houses		8								
<i>Arranged by student/family/guardian</i>	Adults					Under 18s				
Staying with own family							39			
Staying in privately rented rooms/flats										
	Adults					Under 18s				
Overall totals	0	8				106	39			

Centres	1	2	3	4	5
Overall total adults + under 18s	106	47			

Post MA